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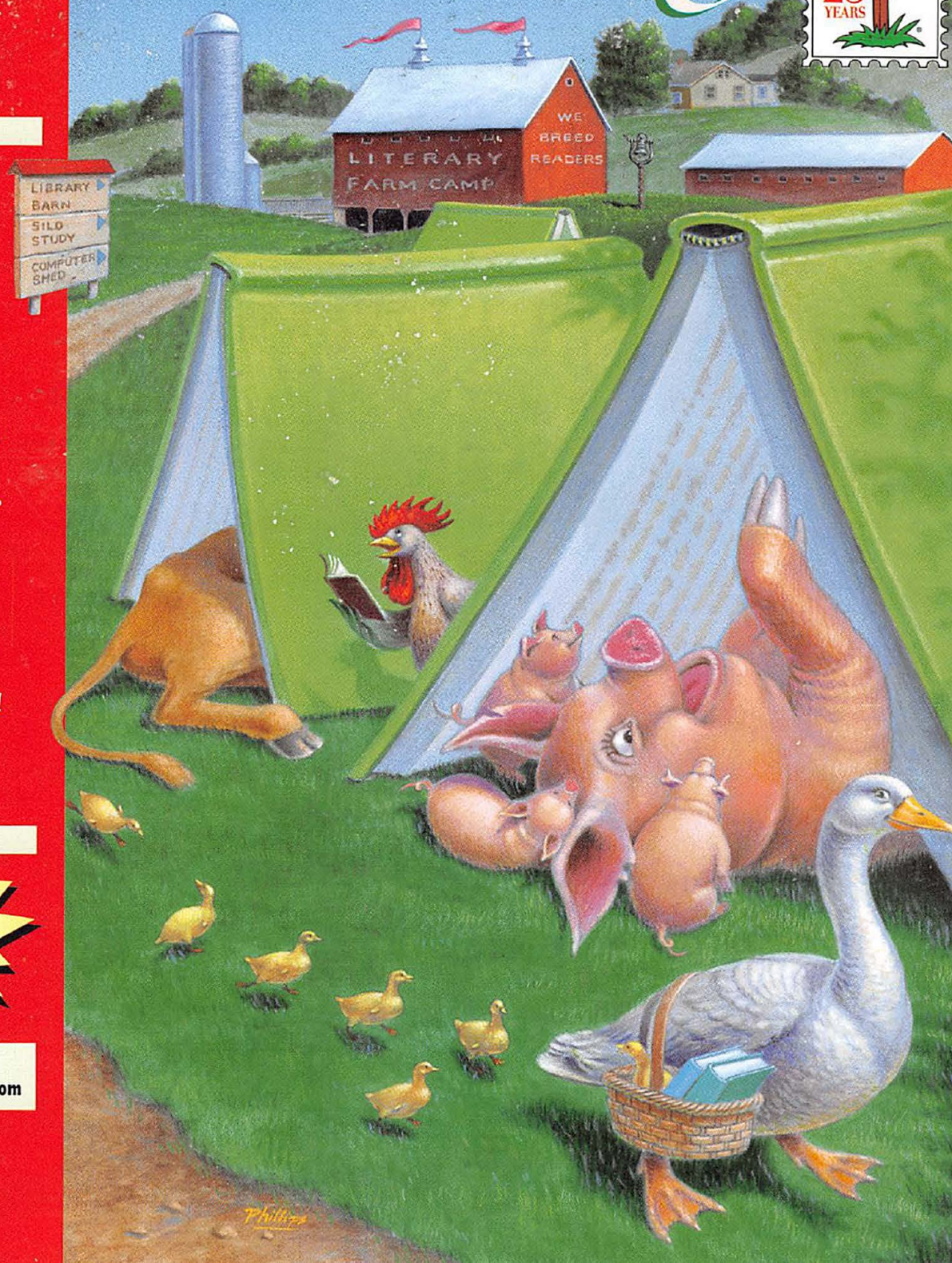

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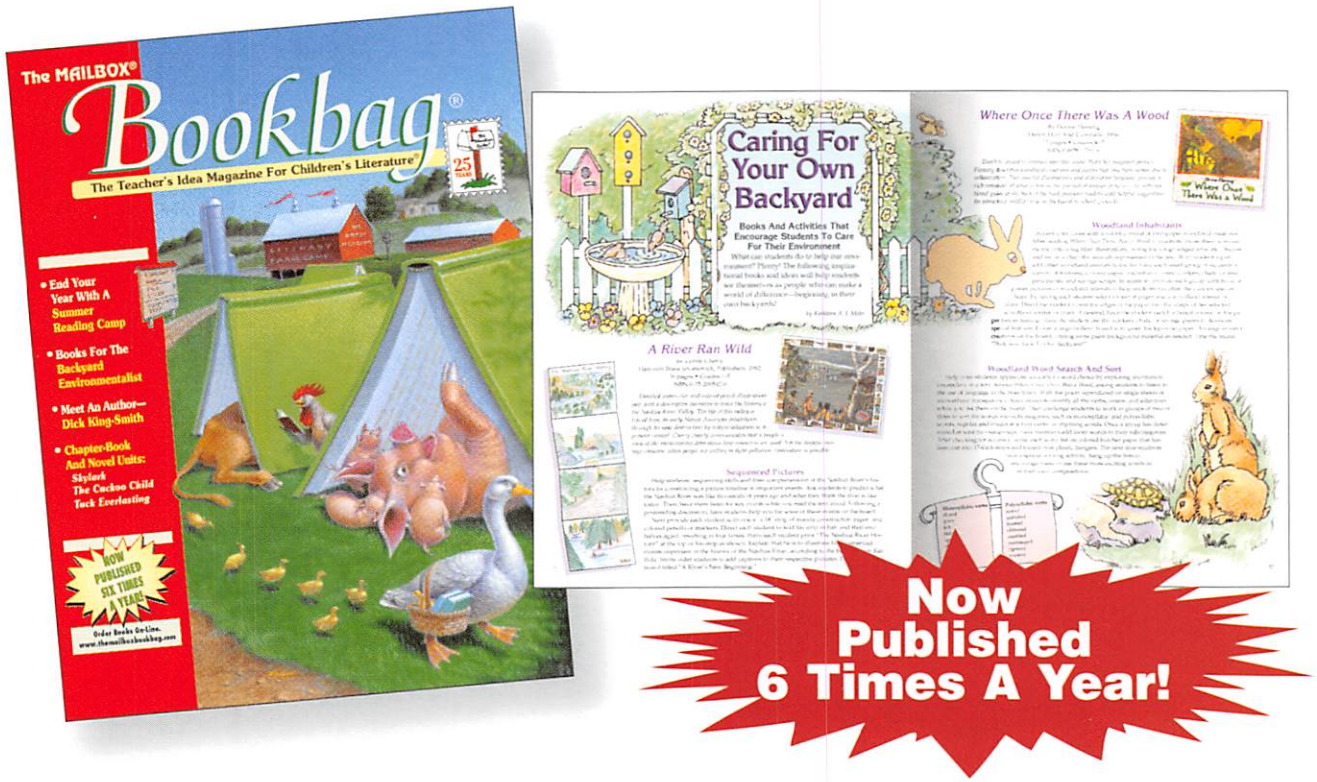
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June/July 1999 • Volume 3—Number 6 • Grades 1–5

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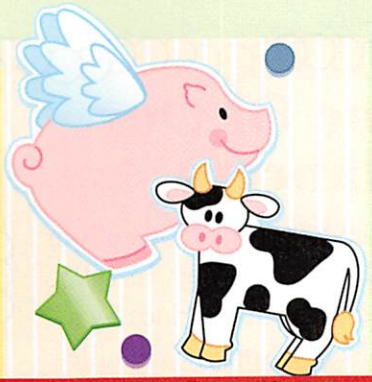

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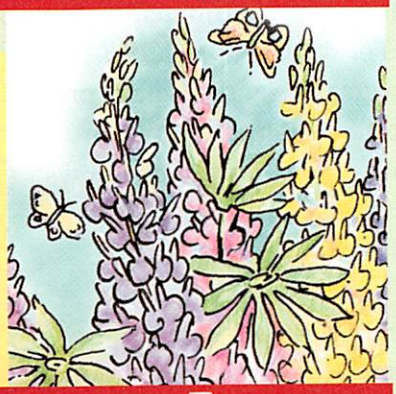

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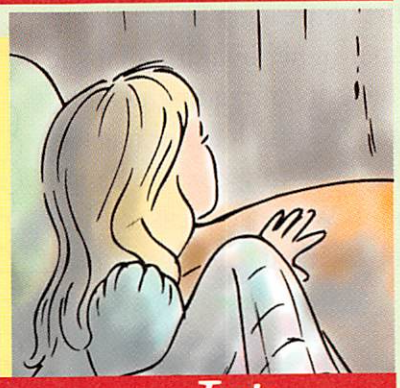

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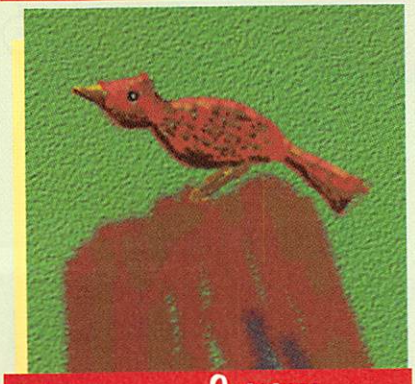

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See the back cover for what's coming in your August/September 1999 issue!

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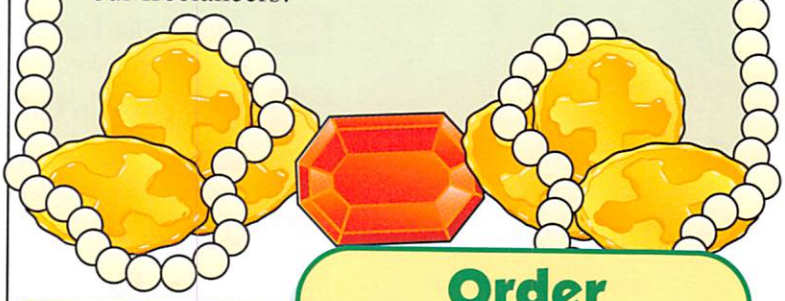
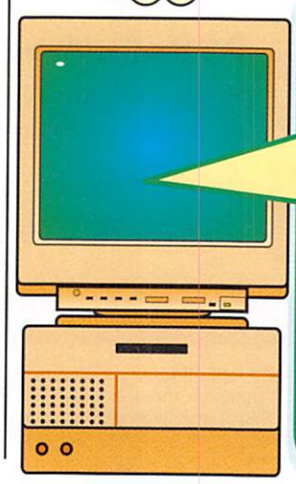
Meet One Of Our Freelancers

In this issue we'd like to highlight one of our longtime freelancers, Colleen Dabney. In 1995, Colleen was introduced to our magazines by a second-grade teacher, Nancy Sindy. The bulletin-board section appealed to Colleen's visual talents and she knew she had to send in some ideas. Since then Colleen has contributed ideas and written units for *The Mailbox® BOOKBAG®,* as well as for other magazines and products produced by The Education Center, Inc. Colleen enjoys the freedom of freelancing, which allows her to combine her writing and artistic talents into creative ideas while working from home.

In her 14 years of teaching, Colleen has worked with students in the upper elementary and middle school grades. She loves to introduce her students to literature as a way of helping them think about their own lives. Colleen has a special empathy for the nonreaders in her classes since it wasn't until later in her own life that she was turned on to the benefits of reading. Right now Colleen is working to complete her master's degree in education while getting her two daughters through high school. We're so pleased to have this energetic and talented teacher as one of our freelancers!





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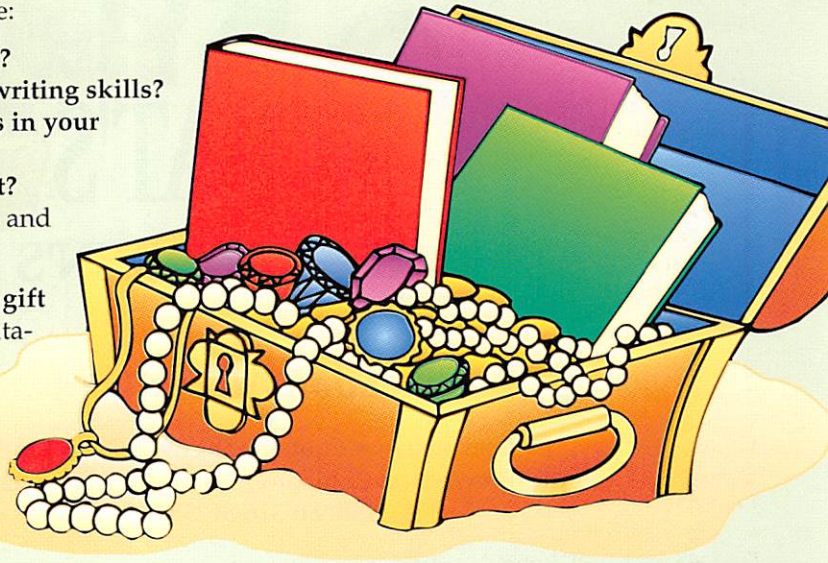
Be sure to check out our Web site (www.themailboxbookbag.com) for a complete listing of all the books featured in this issue (and in several past issues). There you'll find easy links to help you quickly purchase the books you need at a discount.

X Marks The Spot!

What treasures did you and your students uncover this past year on your literary journeys? Here's your chance to share those gems with teachers all over the country. As you prepare to swing into summer, take a moment to jot down and send your most successful literature-related teaching ideas to *The Mailbox® BOOKBAG®*. If you need suggestions, here are some specific ideas we hope to print in the future:

- What are your favorite **picture-book-related activities?**
- How do you use **wordless picture books to promote writing skills?**
- What creative tips can you share for **involving parents in your reading program?**
- How do you get **the most out of your media specialist?**
- How do you **manage** your **literature-related** materials and activities?



For each of your ideas we publish, you'll receive a **$20 gift certificate** good for use toward any purchase from our catalog. (Call 1-800-714-7991 to request a free catalog.) When your idea is published, you'll also receive a complimentary copy of the magazine in which it appears. Simply **photocopy** the form below. Jot down each idea on a separate form. Include samples or photos when appropriate. Then follow the directions in "How To Submit Ideas" on page 2.

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Name Of Idea: _____

Description Of Idea: _____

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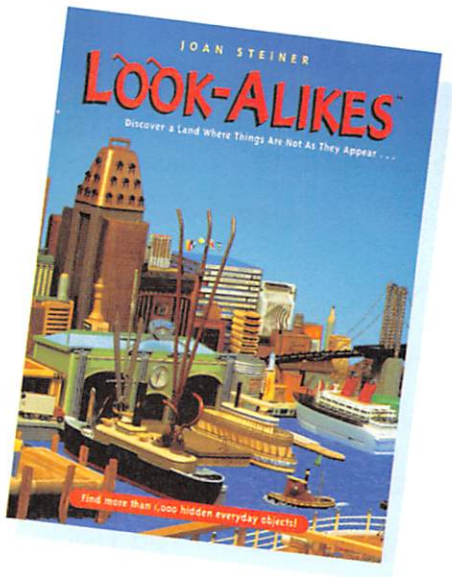
JJ99

WHAT'S NEW IN CHILDREN'S LITERATURE

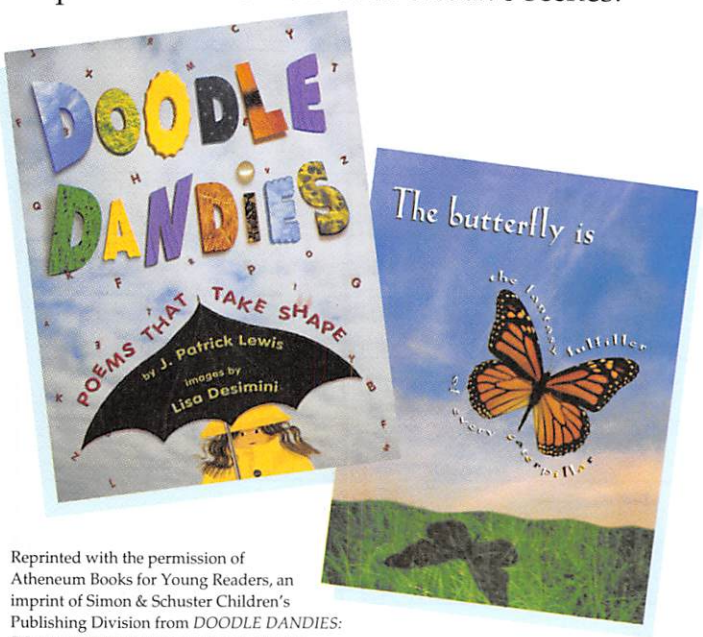
by Peggy A. Sharp

Look-Alikes™

By Joan Steiner • Photographs by Thomas Lindley
Little, Brown And Company; 1998 • All Ages • 32 pages
ISBN 0-316-81255-2


JOAN STEINER
LOOK-ALIKES
Discover a Land Where Things Are Not As They Appear . . .
Find more than 1,000 hidden everyday objects!

This fascinating collection of unique, three-dimensional collages shows that things are not always what they appear at first glance. More than 1,000 ordinary objects have been used in extraordinary ways to portray everything from a neighborhood park to a hotel lobby. Using brief, rhyming verse, Steiner offers a single clue to each scene. A fence made of crayons and bobby pins and a storefront constructed from soda crackers and erasers are among the easily recognizable objects placed into unexpected and creative contexts. After poring over this puzzle book for hours, students may well be inspired to make their own creative scenes.



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Doodle Dandies: Poems That Take Shape

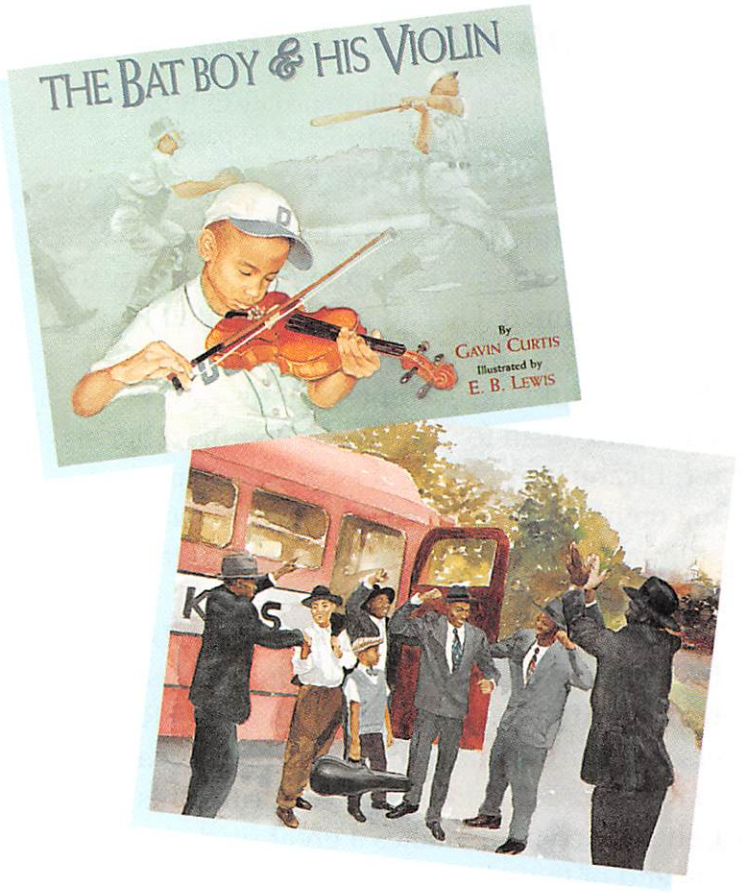
By J. Patrick Lewis • Illustrated by Lisa Desimini
Atheneum Books For Young Readers, 1998 • Grades 2–6
32 pages • ISBN 0-689-81075-X

In this inventive collection of concrete poems, the poet's words combine with the artist's mixed-media illustrations to shape the meaning of each poem. A poem in the shape of an umbrella perches above a collage of a girl in a yellow rain suit. A basketball replaces the *o* in a series of words arching toward a basketball goal. This innovative and intriguing book captures the fun of wordplay. Each well-designed page shows how words and pictures can work together to make a statement that is a visual and auditory treat.

The Bat Boy & His Violin

By Gavin Curtis • Illustrated by E. B. Lewis
Simon & Schuster Books For Young Readers, 1998
Grades 1–5 • 32 pages • ISBN 0-689-80099-1

Reginald can "sashay [his] bow across...violin strings the way a mosquito skims a summer pond," but his father hopes he'll want to become a baseball player instead of a violinist. His dad manages the Dukes, the team with the worst record in the Negro National League. When his dad decides to get him out of the house by making him a bat boy for the Dukes, Reginald's clumsy bat handling only makes things worse for the losing team. Finally, his father decides to keep him out of trouble by letting him play his "fiddle" for a spell. With the help of Mozart, Beethoven, and Bach, Reginald inspires the Dukes so much that they start winning games. Watercolor illustrations capture the warmth of this powerful story about family connections and team play. Filled with history and insight, this book reminds us that everyone has something special to contribute.



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Home Run: The Story Of Babe Ruth

By Robert Burleigh • Illustrated by Mike Wimmer
Harcourt Brace & Company, 1998 • Grades 1–6
32 pages • ISBN 0-15-200970-1

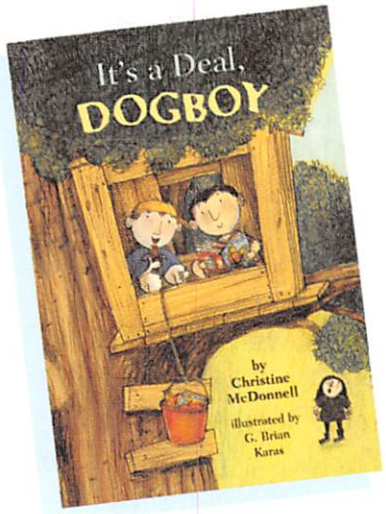
It's baseball time, and one of its greatest players, Babe Ruth, is at the plate. Readers of this illustrated biographical story are right there with him as the Babe watches the ball, swings his bat, and connects. Realistic, old-fashioned oil paintings depict the larger-than-life baseball figure who had such an impact on the game. Each page of text includes a baseball card reproduction that provides additional information and insights into the history and charm of a past era. This perfect combination of lyrical language and realistic paintings captures the time and spirit of the game when the Babe was king. This book is a natural for baseball fans and a beautiful example of how one moment can illuminate a person's life.

It's A Deal, Dogboy

By Christine McDonnell • Illustrated by G. Brian Karas
Viking, 1998 • Grades 2–4 • 92 pages
ISBN 0-670-83264-2

It's "summerti-i-i-i-ime" but Leo quickly learns that summer isn't going to go exactly as he had planned. He had not anticipated that he would play on a baseball team full of girls, or that he would have to entertain his pesky younger cousin for a week, or that his older sister, Eleanor, would want to practice ear piercing on him. Yet all in all, he has an eventful summer full of the kinds of dilemmas that readers will recognize.

This fifth book in the series starring Leo and his friends continues to entertain readers with realistic situations in episodic chapters. Readers will learn along with Leo as he finds a way to resolve each conflict satisfactorily. This lighthearted book makes a great read-aloud for the end of the school year.



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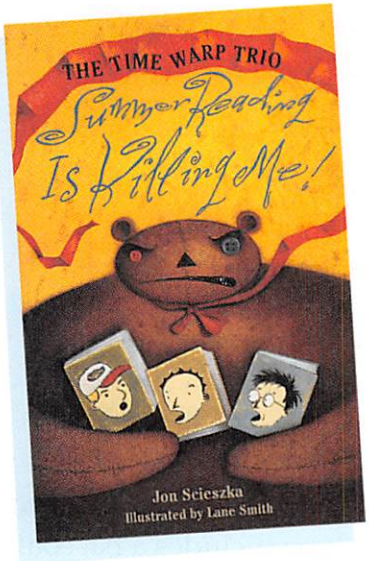

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Summer Reading Is Killing Me!

By Jon Scieszka • Illustrated by Lane Smith
Viking, 1998 • Grades 2–6 • 73 pages
ISBN 0-670-88041-8

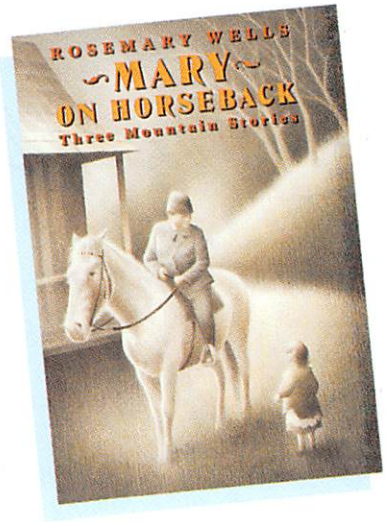
Teddy bears are cute and cuddly, right? Not always. In this addition to the Time Warp Trio series, the teddy bear is fuming because he gets no respect from "wise-guy boys" like Scieszka's heroes—Joe, Fred, and Sam. Mr. Bear decides to eliminate all of the good characters in the books on the boys' summer reading list and replace them with his dastardly followers. *Green Eggs And Dracula*? *Headless-Horseman-the-Pooh*? Never! The heroic trio must escape from the rowdy band of children's book bad guys as they race against time to get well-known characters back into their appropriate books before the librarian finds out.

This book is perfect to remind your students that reading continues all summer long. Send home the summer reading list at the end of the book, but beware! The study guide is not what it at first appears to be.

Mary On Horseback: Three Mountain Stories

By Rosemary Wells • Illustrated by Peter McCarty
Dial Books For Young Readers, 1998 • Grades 3–6
56 pages • ISBN 0-8037-2154-4

Frontier nurse Mary Breckinridge (1881–1965) was the first to bring medical care to the people in the Appalachian Mountains of Kentucky. Each short chapter in this book is from the point of view of a child or an adult touched by Mary's work and tells poignantly of an incident that illustrates her competence as a nurse and caregiver, and how she was a true friend as well. Although brief, this beautifully written book illuminates the life of a woman who helped those in need and who was satisfied only when her patients were truly well, in both mind and body. The illustrations modeled after period photographs suggest the time, place, and the emotions of those touched by this nursing pioneer.



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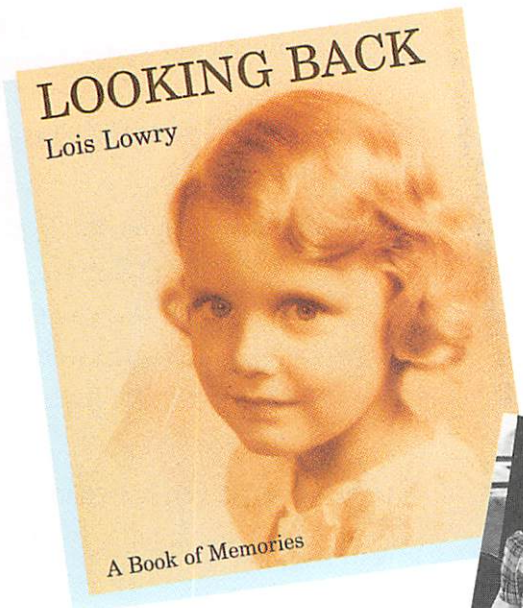

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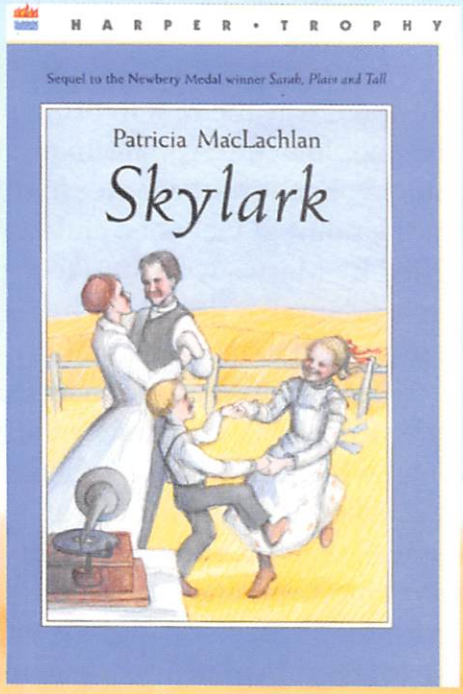
Looking Back: A Book Of Memories

By Lois Lowry
Houghton Mifflin Company, 1998 • Grades 4 and up
181 pages • ISBN 0-395-89543-X

Lois Lowry opens her family photograph album and shares the joyful, sad, surprising, and inspirational moments of her life. Each photo of the author as a child, of her parents and siblings, and of her children and grandchildren inspires a written memory that is connected to one of her books. The little girl pictured on the cover will seem like a new friend to everyone who reads this personalized memoir. Readers of Lowry's books will be fascinated with the connections between her personal life and the events in her books. Everyone will be intrigued with the author's combination of humor, detachment, and insight that provide a better understanding of this highly regarded author of children's books.

Skylark

By Patricia MacLachlan
HarperTrophy®, 1994
96 pages • Grades 3–5
ISBN 0-06-440622-9



In this sequel to Sarah, Plain And Tall, *Sarah has completed the Witting family by marrying widower Jacob and becoming a mother to his children, Anna and Caleb. Through Anna's narration and journal entries, readers learn more about this 19th century family. A severe drought and prairie fire causes Jacob to send his family by train to Sarah's homeland in Maine while he stays on the farm. The children grow to appreciate Sarah's homeland and relatives. However, real joy comes when Jacob reunites with his family and news is announced of Sarah's baby due in the spring. When the family finally returns home to the farm, Sarah proclaims her commitment to the family and her new life by writing her name in the prairie dirt.*

by Colleen Dabney, Williamsburg-JCC Public Schools, Williamsburg, VA

Journal Thoughts

Anna writes in her journal every night. Challenge your students to reflect on each section of the story with these thought-provoking journal topics.

Chapter 2: Anna notes that Sarah has changed Anna, Caleb, and Jacob. Who has changed you? Tell how he or she has made a difference in your life.

Chapter 3: Even though Papa worries about the farm, he still takes time to laugh with Sarah as they chase each other through the rows of corn. Write about a time when you were able to find the good in a bad situation.

Chapter 5: The severe drought causes neighbors to move away from the prairie. Have you ever moved away from friends or had friends move away from you? How did this experience make you feel?

Chapter 7: Sarah and Caleb talk about dreams. Write about a good dream you have had.

Chapter 8: Sarah is surprised by a birthday party. What is your happiest birthday memory?

Chapter 11: Have you ever been homesick like Caleb? What kinds of things do you miss when you are away from home?

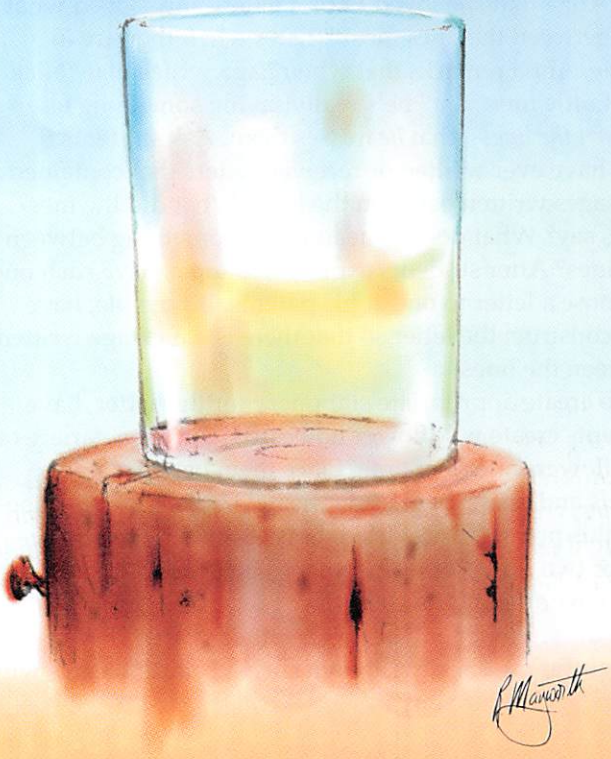
Chapter 12: Sarah is compared to a skylark. What bird are you most like? Why?

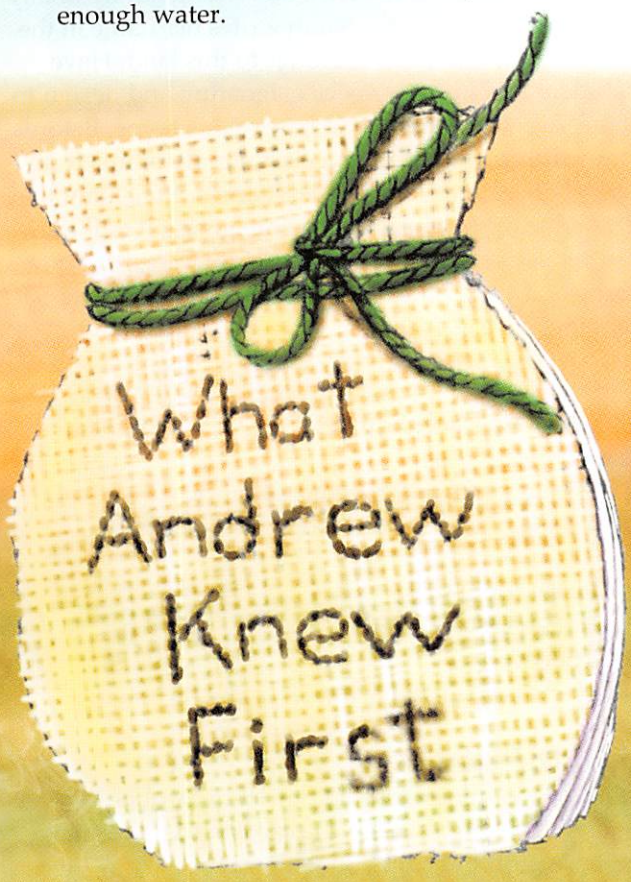
Chapter 14: Sarah announces the arrival of a new baby in the spring. How would you feel if your family received this same news?

Chapter 15: The prairie becomes home for Sarah. What do you like about the area where you live?

After Reading Chapter 6: Challenge students to become weather watchers like Caleb using one or more of the following ideas:

1. Adhere an outdoor thermometer to your classroom window. At a set time each day, have a student volunteer read the thermometer and record the temperature. After ten school days, have students make a bar graph showing the results.
2. Measure rainfall as Caleb did by setting a glass outside to collect water. Provide a centimeter ruler for measuring. After gathering this data for ten days, graph the results.
3. Have students read the weather section of your daily newspaper to discover information on temperature and rainfall. Graph the data; then compare the newspaper's data to that gathered outside your classroom. Finally, have students share ideas on how their lives would be different if they did not have enough water.



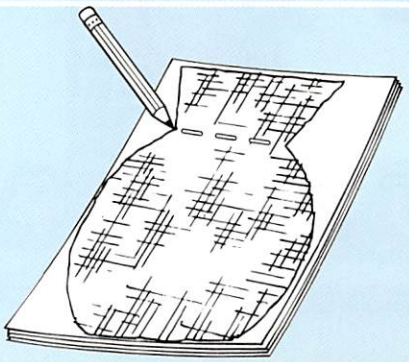


After Reading Chapter 8: Anna knows that Sarah loves her and her new family. But she recognizes that Sarah does not love the prairie. "[Sarah] tries, but she can't help remembering what she knew first." Ask students to imagine what Sarah first knew (and now misses) about her home in Maine. Then help students reflect on what they knew first about their own homes. To help them put their thoughts into words, read aloud *What You Know First* by Patricia MacLachlan (HarperCollins *Publishers*, 1995; 32 pages, all ages; ISBN 0-06-443492-3). Barry Moser's engravings punctuate MacLachlan's poetic reflections about leaving a beloved home. After listening, have students recall what items the little girl took with her to help her remember.

Next give each student a 30-inch length of yarn, a 7" x 5" piece of light-colored burlap that's been trimmed into a bag shape as shown, two to four 8 1/2" x 5 1/2" sheets of blank white paper, and the following directions for making their own memory bags. Post the completed projects on a board titled "We Won't Forget What We Knew First."

Student Directions:

1. Staple the paper behind the burlap cutout (see Figure 1).
2. Trace the shape of the burlap cover onto the top sheet of paper. Then trim away any paper edges that stick out beyond the tracing or the burlap cover.
3. Use a thin marker to write the title "What [student's name] Knew First" on the burlap cover.
4. Tie the yarn loosely but securely around the neck of the bag.
5. On each page, write a sentence and illustrate one thing you would take with you if you had to leave your home.



After Reading Chapter 11: Early in the story Sarah tells Anna that she loved Papa's letters and "loved what was between the lines most." Later when they are in Maine, Anna remarks that when Papa writes that "Nick and Lottie miss you" he's really saying something else *between the lines*—that *he* misses them. Ask students if they have ever written or received letters that contained messages written between the lines. What did the messages say? What does it mean to say something between the lines? After students explore this topic, have each one compose a letter to one of his parents. If possible, have him construct the letter so that there is a message written between the lines.

To create appropriate stationery for this letter, have students create wildflower notecards. Collect a variety of wildflowers ahead of time. Place them between paper towels and press them under heavy books for a week before this project. Once dried, have each student arrange one or two flowers on a notecard. Help each student carefully cover them with clear Con-Tact® paper. Finally, have the student copy his letter into his card. This thoughtful message, written in such a beautiful card, will bring happiness to any parent!

After Reading The Book: The Witting family finally returns home to the prairie. Sarah writes her name in the dirt so everyone knows she belongs to this land. Have each student add his own special signature and design to a "Home Sweet Home" sign to hang in his home. Before beginning this project, gather a class supply of lids from Breyer's® half-gallon ice-cream containers. Punch out the center cardboard from each lid before giving it to the student. After each student completes his picture, help him insert the brass cup hook into the top center of the frame for hanging.

Figure 2

Materials For Each Student:

fabric glue
5 1/2" x 7 1/2" piece of light-colored fabric
additional scrap fabric and ribbon
scissors
fabric marker (optional)
cup hook (See Figure 1.)
scrap cardboard
plastic ice-cream container rim

Figure 1

Student Directions:

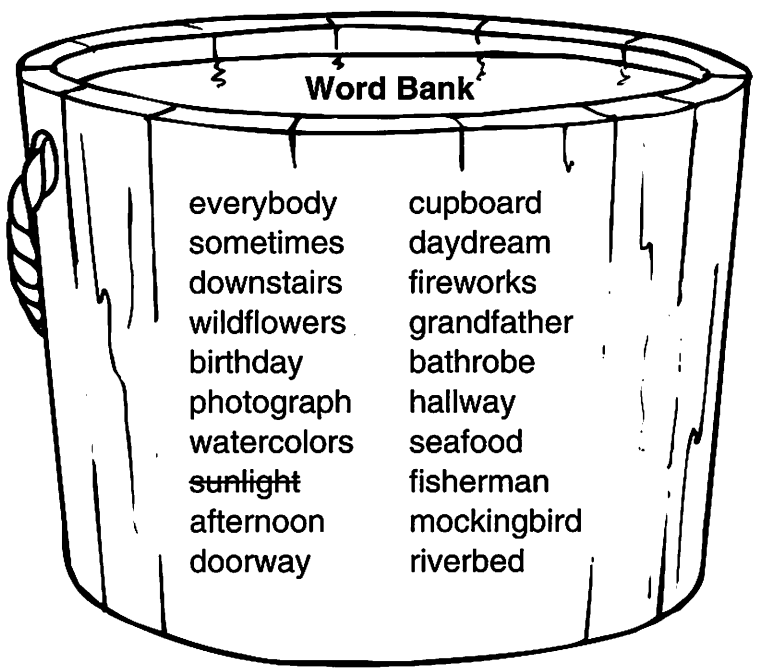
1. Trace the outline of the lid onto thin cardboard to make a backing. Cut out the cardboard. (You may need an adult to help you with this.)
2. Cover the cardboard with the light-colored fabric. Press the fabric-covered cardboard into the back of the ice-cream lid frame. (See Figure 2.)
3. Cut a simple square and triangle from scrap fabric to make a house and roof. Add a heart to the center. Cut grass, flowers, clouds, the sun, and other shapes from scrap fabric.
4. Glue the shapes to the fabric. Write a message with the fabric marker if desired.
5. Have your teacher insert the cup hook into the top of your frame for hanging. Enjoy your picture by hanging it in your home.

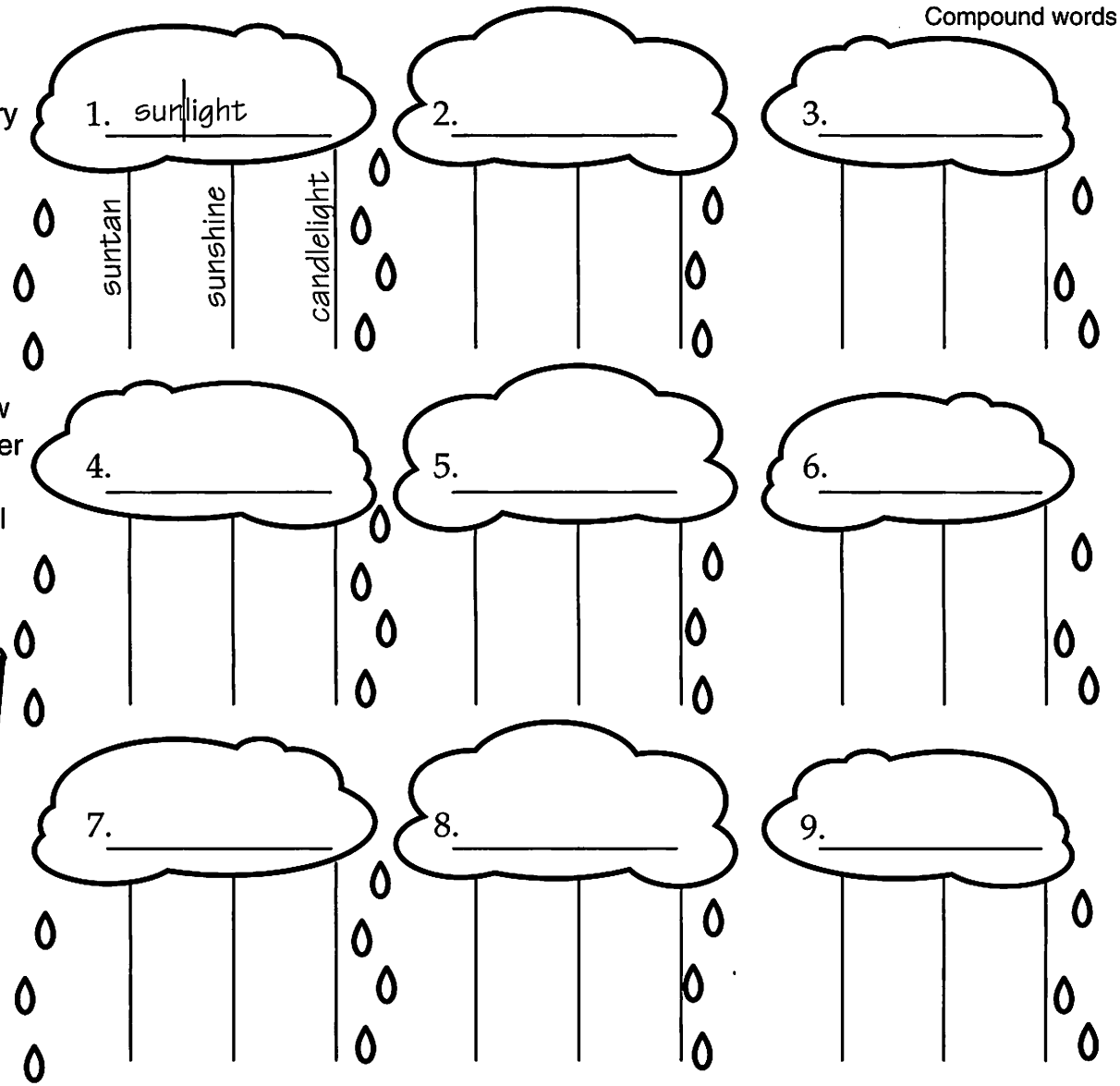
Compound Word Race

There's no drought of compound words in the story *Skylark.* Use these words to play the game below.

Directions:

1. Choose eight compound words from the word bank below.
2. Write each word on one of the clouds. Then draw a line between the two parts of the word.
3. Use each of the word parts to create three new compound words. Write them on the lines under the cloud. The first one is done for you.
4. Since this is a race, wait for your teacher to tell you when to begin.





Bonus Box: Use ten of your new words to write a paragraph on the back of this page.

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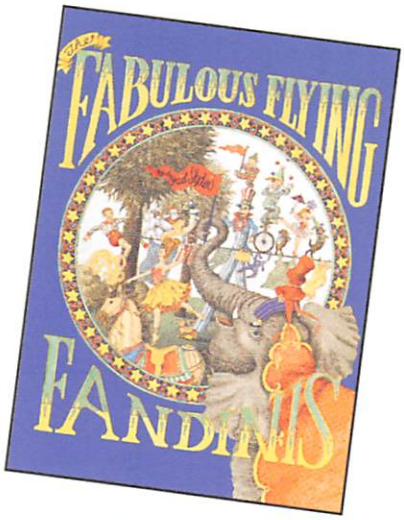
 Note To The Teacher: Answers will vary. Give students a set amount of time to complete the page.

Seasonal Selections

by Elizabeth H. Lindsay

Summer Carnivals And Circuses



The Fabulous Flying Fandinis

Written and illustrated by Ingrid Slyder
Cobblehill Books, 1996 • 32 pages • Grades ps–3
ISBN 0-525-65212-4

Who among us wouldn't be a little excited and a little fearful if a strange circus family moved to our neighborhood? With this story's lively text and imaginative drawings, it won't take long for your young readers to embrace the wonders and joys of circus life.

Circus Self-Portraits

What would you do if a circus family moved next door to you? Pose this question to your youngsters before reading aloud the story *The Fabulous Flying Fandinis.* As you share the story, challenge students to listen for examples of the strange and fabulous ways the Fandinis accomplish normal tasks, such as balancing atop a horse while carrying groceries and serving pancakes while jumping on a trampoline. Next invite each student to imagine that the Fandinis have just moved into the neighborhood. Give each group of four or five students the materials and a copy of the directions below. Direct each group to complete the activity cooperatively. After each group shares its fabulous feat, post the portraits around the room. Your students will have ringside seats to one of the great shows on earth!

Materials For Each Group:
one 5-foot length of white bulletin-board paper
ruler or yardstick
markers or crayons
various arts-and-crafts supplies
colored paper scraps
scissors

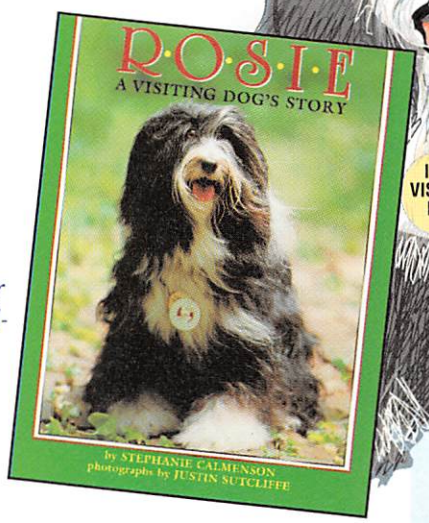
Directions For Each Group:

1. Choose an everyday household activity, such as helping with the dinner dishes or taking out the trash.
2. As a group brainstorm ways that a person could complete this activity Fandini-style. Vote to select the group's favorite choice.
3. Use a ruler or yardstick to measure the height of the shortest group member. Mark this measurement on your sheet of paper.
4. Using the height measurement as a guide, draw and color a life-size portrait of a person doing the Fandini-style activity you have selected. Add details to your illustration using craft materials and paper scraps.
5. Give your character a circus name such as *Juggling John* or *Marvelous Mike.*
6. Let the show begin! Share your fabulous Fandini folk with your class circus mates.

Rosie: A Visiting Dog's Story

Written by Stephanie Calmenson • Photographs by Justin Sutcliffe
Clarion Books, 1994 • 48 pages • Grades k and up
ISBN 0-395-92722-6

At first glance Rosie, a Tibetan terrier, appears to be like any other dog. She enjoys fetching sticks and getting her belly rubbed. But readers soon learn that Rosie has a special role—she visits the young and old who are physically challenged, ill, or just in need of a friend. Simple text and clear color photographs detail Rosie's journey from playful puppy to valuable volunteer.



Photograph by Justin Sutcliffe

Gold-Medal Volunteers

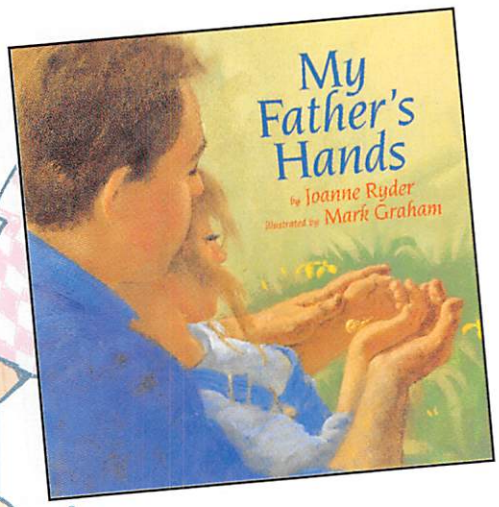
Challenge your little helpers to develop winning skills by volunteering time and talent to help those in need. After reading the story about Rosie, ask youngsters what special qualities this pet had that made her good at helping people. Discuss how she trained for her volunteer work. Next have students brainstorm a list of organizations in your community that are in need of help (include groups that help older adults, physically challenged children, or animals). As a class, select three groups you could help. Have a parent volunteer call each group to find out what kind of volunteer help they need. Then follow the directions below for assisting your youngsters in their volunteer training.

1. Have each student think about a special skill or quality she has that would make her a good volunteer, such as good listening, reading, or handwriting skills.
2. Help the student decide how she could put this skill to use helping one of the chosen groups. For example, if she is a good reader, she may share a favorite story with an elderly person or a physically handicapped child.
3. Have the student write about her special skill by constructing the gold medal described below.
4. For several days, have each student practice her skill with classmates.
5. Follow up the activity by planning a visit to the group or organization during International Volunteers Week (the first week of June). On the day of the visit, have each volunteer proudly wear a medal while putting her volunteering skills to work!

GOLD-MEDAL VOLUNTEER!
I am good at reading stories aloud. I will practice this skill by reading books on my own, then sharing them with my family members and classmates. When I volunteer, I will read a favorite story, If You Give A Mouse A Cookie.

To Make A Medal:

1. Each student needs two copies of the medal pattern on page 16, a tagboard template of the medal, markers or crayons, scissors, access to a hole puncher, glue, yarn or ribbon, and gold glitter (optional).
2. The student completes the front and back medal patterns (see illustration). Then she cuts out the patterns and glues one to each side of the template.
3. If desired, the student decorates her medal with gold glitter.
4. She punches a hole in the top of her completed medal, then ties a length of yarn or ribbon through the hole.



My Father's Hands

Written by Joanne Ryder • Illustrated by Mark Graham
Morrow Junior Books, 1994 • 32 pages • Grades ps and up
ISBN 0-688-09189-X

Soft, impressionistic illustrations vividly paint the picture of the special bond between a child and her father. Young readers will share the simple yet vastly important message about the gifts given us by our fathers.

Greeting Garlands

Help your students express gratitude for the father figures in their lives this Father's Day (June 20) by creating handmade greeting garlands. Read aloud the story *My Father's Hands* with your students. Point out to students that we should be grateful for the grand and the simple things that our father figures do for us. Then have students share the many things that are done for them by their father figures, such as providing necessities, helping with homework, and cooking meals. Distribute the materials and a copy of the directions below to each student; then assist each one in creating his garland. Your students' father figures are sure to think these greetings are hands down the best!

Materials For Each Student:
1 copy of the hand pattern on page 16
one 6" x 24" sheet of lightweight colored paper
scissors
markers or crayons

Directions For Each Student:

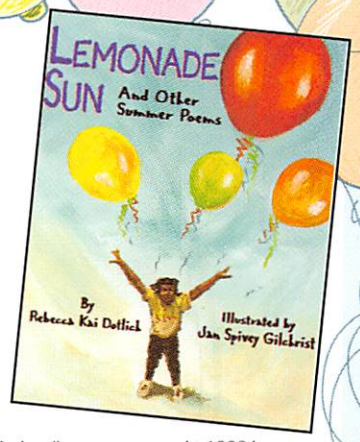
1. Accordion-fold your paper so that each section is four inches wide.
2. Cut out the hand pattern. Then trace it onto the top section of your folded strip.
3. Cut on the lines, leaving the folds at the pinky and the thumb uncut. Unfold your garland.
4. On the first hand, write a greeting to the father figure in your life. Write "Love," and your name under the greeting.
5. On each of the other hands, write a statement describing something your father figure does for you (see the examples shown).
6. Add decorative details to the hands using markers or crayons.
7. Share the grateful greeting with your father figure.

To My Daddy
Love,
Shonda
My father's hands work to provide food and clothes for me.
My father's hands cook me meals every day.
My father's hands help me with my homework.
My father's hands fix broken things around our house.
My father's hands play music to cheer me when I'm feeling sad.

Lemonade Sun And Other Summer Poems

Written by Rebecca Kai Dotlich • Illustrated by Jan Spivey Gilchrist
Boyds Mills Press, 1998 • 32 pages • Grades ps–3
ISBN 1-56397-660-9

Sunflowers, jump ropes, and lemonade are just a sampling of the delicious topics in this delightful collection of poems. Its rhythmical text and colorful acrylic illustrations offer readers—young and old—a refreshing view of the simple joys of summertime.

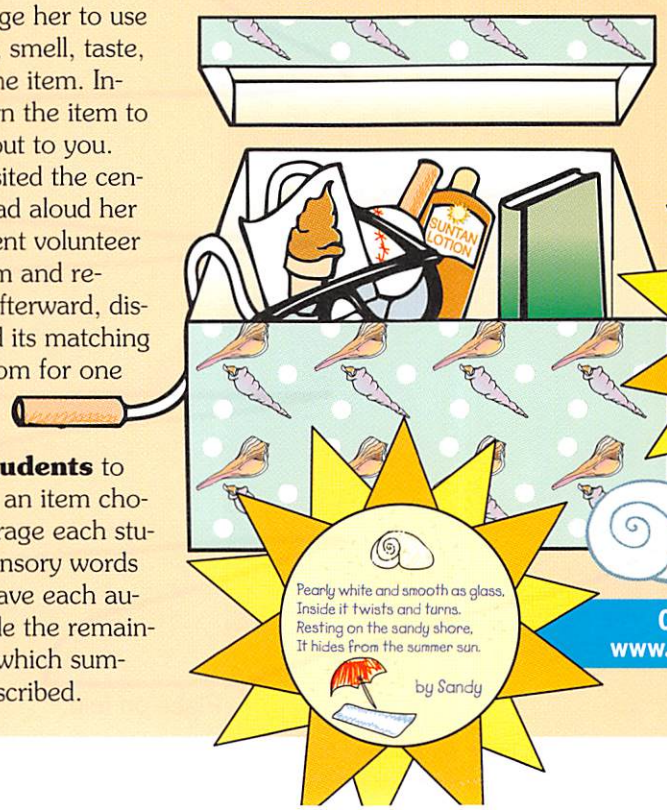


Jacket illustration copyright 1998 by Jan Spivey Gilchrist from *LEMONADE SUN AND OTHER POEMS* by Rebecca Kai Dotlich. Reprinted by permission of Boyds Mills Press.

Summer Surprise Center

Give your students a jump start on sharing the delights of summer with this sensational seasonal center. Prior to reading *Lemonade Sun...* with your students, decorate a large box and lid with a summertime theme or wrap them with seasonal paper. After sharing selected poems, have your students name other objects and activities associated with summer, such as seashells, colorful flowers, and picnics. Next direct each student to bring in an item (or a magazine picture of an item) from home that symbolizes summertime to her. Collect students' items, secretly placing them in the box. Place the closed box at a writing center along with a class supply of sun cutouts (similar to those in illustration) and colorful markers or crayons.

Send each student in turn to the center. Invite her to peek inside the box and choose any item. Have the student write words and phrases that describe the item on a sun cutout. Encourage her to use her senses—sight, sound, smell, taste, and touch—to describe the item. Instruct the student to return the item to the box and give her cutout to you. After all students have visited the center, have each student read aloud her descriptions while a student volunteer guesses the matching item and removes it from the box. Afterward, display each description and its matching item around your classroom for one sunny display!


SUNTAN LOTION
Pearly white and smooth as glass.
Inside it twists and turns.
Resting on the sandy shore,
It hides from the summer sun.
by Sandy

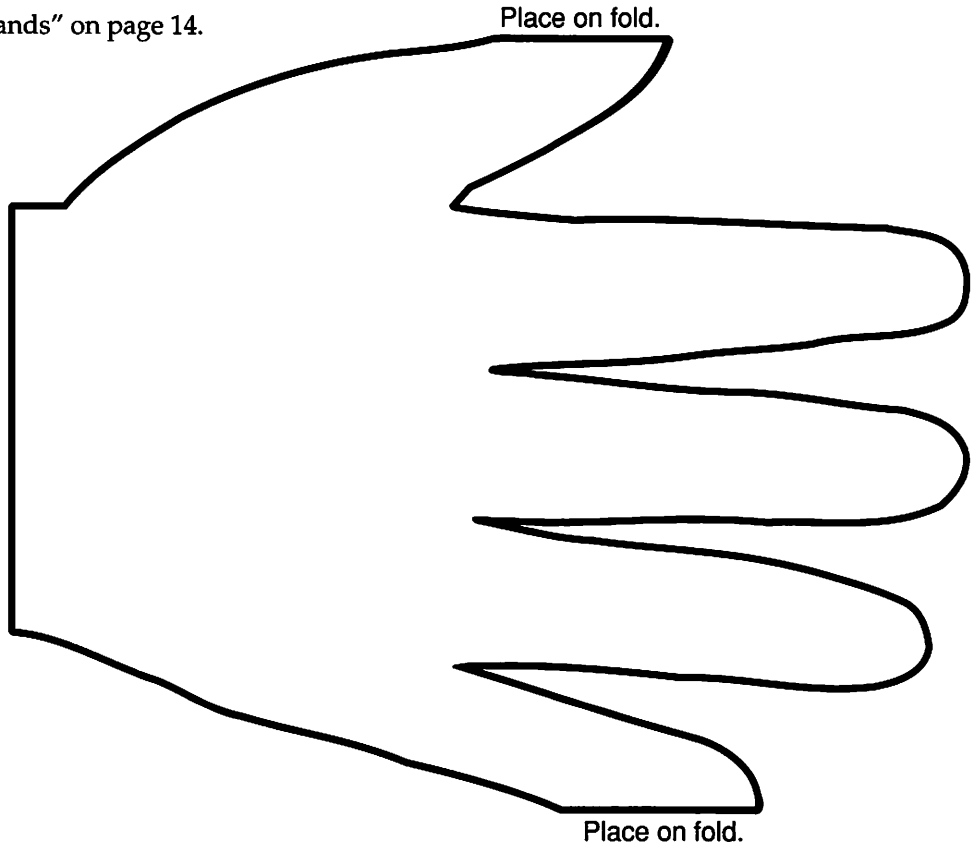
Challenge older students to each write a poem about an item chosen from the box. Encourage each student to use descriptive sensory words to create vivid images. Have each author share her poem while the remaining students try to guess which summertime item is being described.

Order books on-line.
www.themailboxbookbag.com

Patterns

Use with "Gold-Medal Volunteers" on page 13.

Use with "Greeting Garlands" on page 14.



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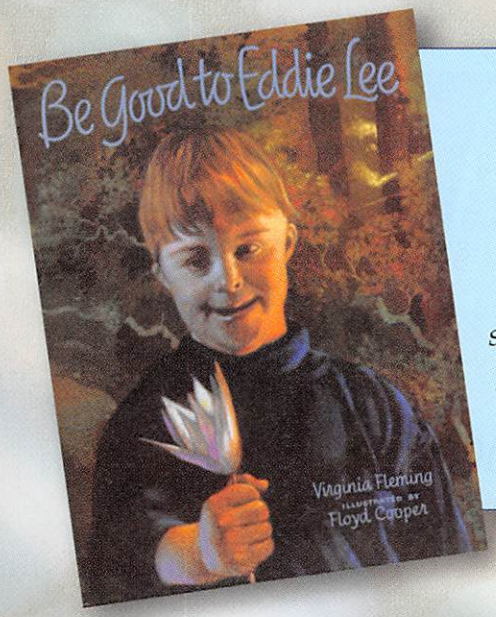
Ordinary People With Extraordinary Gifts

Appreciating Individual Differences Through Literature

Teach students invaluable lessons about each person's uniqueness with these inspiring and heartwarming titles featuring people with disabilities. Each story explores the main character's defining attributes and reflects what truly counts—the person within.

by Amy Erickson



Be Good To Eddie Lee

By Virginia Fleming • Illustrated by Floyd Cooper
Philomel Books, 1993 • 32 pages • Grades ps–3
ISBN 0-399-21993-5

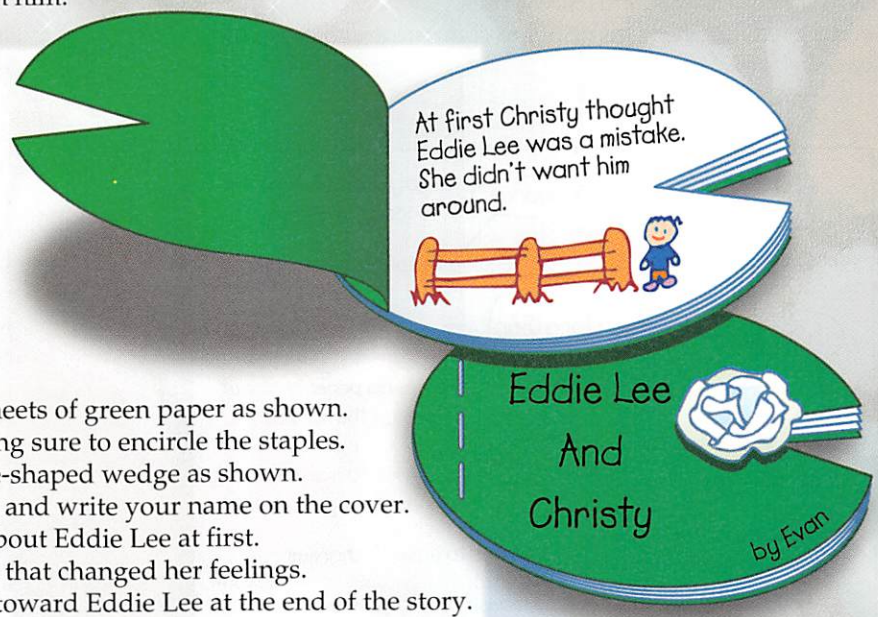
As he eagerly shares the wonders of pond life, a young boy with Down's syndrome not only teaches Christy to respect nature, but also to look beyond his disability. Soft oil washes convey the charm of a lazy summer day and provide a fitting backdrop for this story's gentle message about individual differences.

Summertime Discoveries

"Pond-ering" a way to promote appreciation of others' special traits? If so, read this story with students and discuss how Christy's feelings toward Eddie Lee change. To further analyze this change, distribute the materials and copies of the directions below to your students; then assist each one in making a lily-pad booklet. For a thought-provoking extension, ask each youngster to write about a time that his impression of someone changed after he became better acquainted with him.

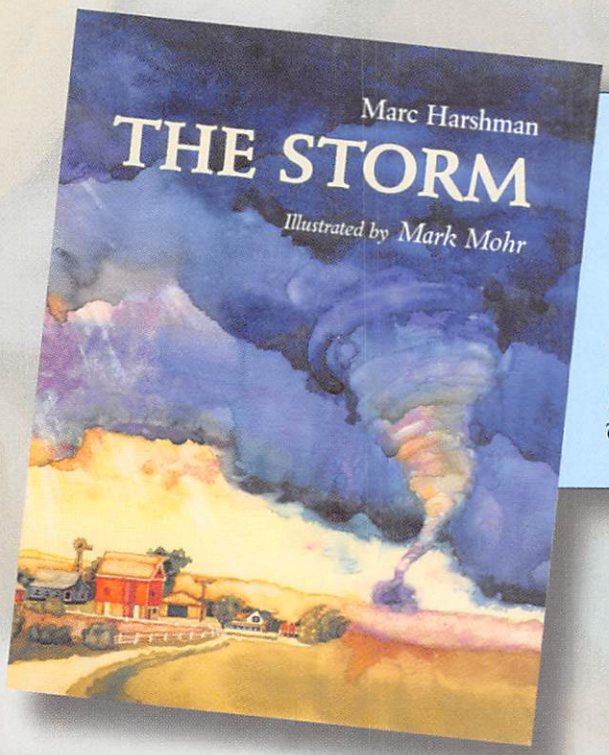
Materials For Each Student:

3 sheets 8 1/2" x 11" white paper
2 sheets 9" x 12" green construction paper
two 4-inch white tissue-paper circles
crayons or colored pencils
scissors
glue
access to a stapler



Directions For Each Student:

1. Staple the white paper between the two sheets of green paper as shown.
2. Draw a large lily pad on the top sheet, being sure to encircle the staples.
3. Cut along the line; then cut out a small pie-shaped wedge as shown.
4. Title the booklet "Eddie Lee And Christy" and write your name on the cover.
5. On the first page, write how Christy felt about Eddie Lee at first.
6. On the second page, describe some events that changed her feelings.
7. On the last page, write about her feelings toward Eddie Lee at the end of the story.
8. Illustrate the pages using crayons or colored pencils.
9. Pinch the center of a tissue-paper circle. Glue and pinch the second circle around it.
10. Glue the resulting flower onto your booklet cover.



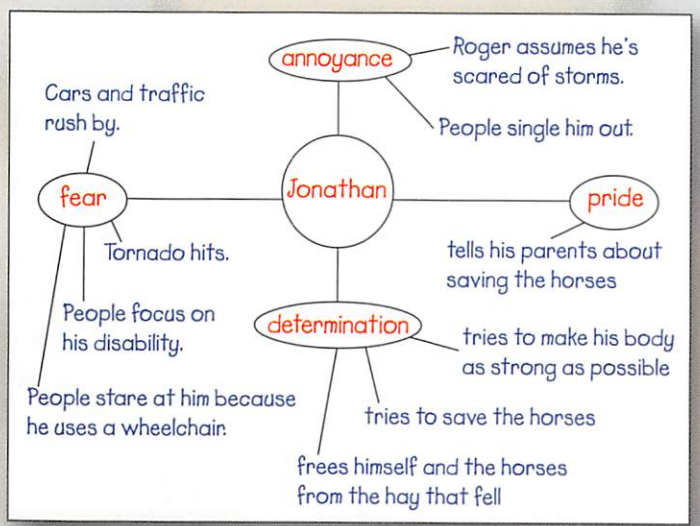
The Storm

By Marc Harshman • Illustrated by Mark Mohr
Cobblehill Books, 1995 • 32 pages • Grades k–3
ISBN 0-525-65150-0

Courageous, determined, responsible. These words describe Jonathan perfectly, but his physical disability prevents many people from seeing these qualities. All that changes, though, when a powerful tornado rages through the town.

Stormy Emotions

Improved character-analysis skills are forecast with this webbing activity! After a first read-aloud, share this captivating story a second time, asking students to pay particular attention to the different feelings Jonathan experiences. Have youngsters name these feelings as you list them on the chalkboard. Next ask each student to draw a circle in the center of a sheet of paper and label it "Jonathan." Then instruct her to write at least four of the listed feelings on her sheet, connecting them to the character's name in a web format (see the illustration). Boost students' character-analysis skills even more by having each youngster add details about when Jonathan showed each emotion. Then ask her to make a second web in a similar manner with her own name, feelings, and experiences. After each student has completed her work, invite her to compare and discuss the two webs in a small group.


annoyance
Roger assumes he's scared of storms.
People single him out.
Cars and traffic rush by.
fear
Jonathan
pride
Tornado hits.
tells his parents about saving the horses
People focus on his disability.
determination
tries to make his body as strong as possible
People stare at him because he uses a wheelchair.
tries to save the horses
frees himself and the horses from the hay that fell

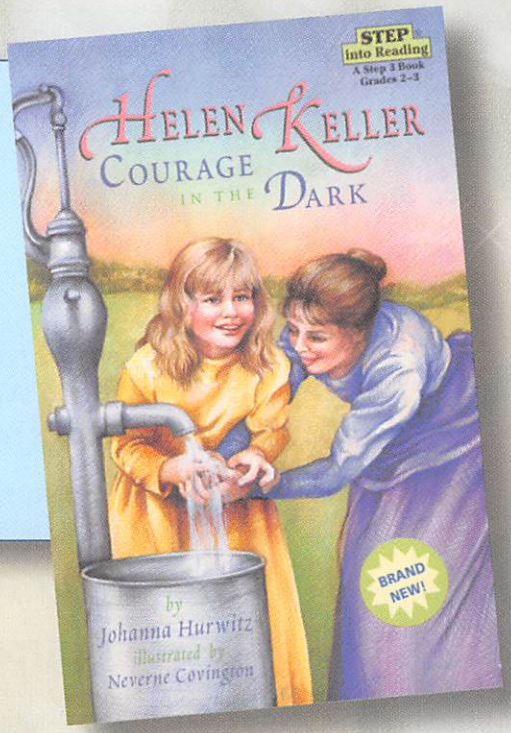
Hand In Hand

Even though the storm wreaks havoc on the farm, it has a positive outcome for Jonathan. Perhaps now his classmates will see *him*—not just his *disability*. Help students develop a similar appreciation for their peers with this handmade bulletin-board idea. Pair students and have each youngster tell his partner five facts about himself, other than physical traits. Encourage him to share facts that his classmate is unlikely to know. Next instruct each student to trace his hand on a light-colored sheet of construction paper, cut out his tracing, and give the cutout to his partner. Ask his partner to write the student's name in the center of the cutout and a different fact that he learned about him on each finger. Display the cutouts in pairs on a brightly colored bulletin board titled "Learning Hand In Hand." What a handy way to increase awareness of individual differences!

Helen Keller: Courage In The Dark

By Johanna Hurwitz • Illustrated by Neverne Covington
Random House, 1997 • 48 pages • Grades 2–3
ISBN 0-679-87705-3

Convinced that anything can be accomplished with hard work, Helen Keller refused to let her disability prevent her from meeting her goals. This inspiring beginning reading book recounts Helen's experiences as she worked toward many remarkable achievements with unparalleled determination and the help of her dedicated teacher.



Classy Communication

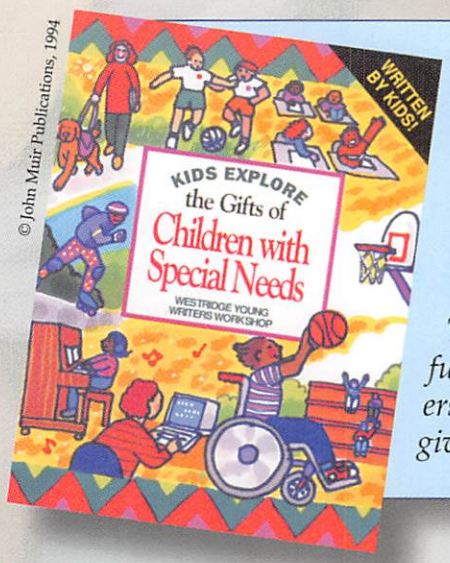
Because he believed that communication is at the heart of life, Alexander Graham Bell worked to help Helen Keller and hundreds of other deaf children learn to speak. Use this class activity to explore what happens when traditional means of communication such as speech are limited. Divide students into two groups. Ask each youngster to write her birth *month* on a slip of paper. Then, without teacher assistance, have each group of students refer to classmates' papers in order to silently line up by birth month. After completing the task, ask youngsters to share any difficulties they encountered and the problem-solving strategies they used to form a line. Next instruct students to line up by *date* of birth without talking *and* without the use of any materials. Chances are that your youngsters will feel some frustration as they complete these activities. Invite them to discuss their feelings and reflect on how great Helen's frustrations might have been in comparison.

Now that your students have an awareness of Helen's plight, read aloud *Helen Keller: Courage In The Dark.*

If desired, see page 21 for a related reproducible activity. To help older students gain an even deeper appreciation of the role communication plays in lives, share with them the photo-illustrated biography *Dear Dr. Bell...Your Friend, Helen Keller* by Judith St. George (Beech Tree Books, 1993; ISBN 0-688-12814-9).

Keys To Understanding

Helen understood things by touching them, so it was challenging for Annie to teach her about abstract concepts such as love, courage, and happiness. Have your students try their hands at defining intangible concepts with this creative display. Make several key-shaped templates or enlarge a copy of the pattern shown. Brainstorm abstract concepts with students and list them on the chalkboard. Then instruct each youngster to use a template to make a construction-paper key. Ask him to choose one concept from the list and write it across the top of his key. Next have him write and complete this sentence starter to convey the word's meaning: "If I could see [concept], I would see..." Ask each youngster to illustrate his work on a white paper circle that is slightly smaller than his key. Have him glue it onto his cutout; then showcase the completed projects in a display titled "Keys To Understanding." Follow up this project with older students by sharing Helen's autobiography, *The Story Of My Life* (Troll Associates, Inc.; 1992; ISBN 0-8167-2889-5).



© John Muir Publications, 1994

Kids Explore The Gifts Of Children With Special Needs

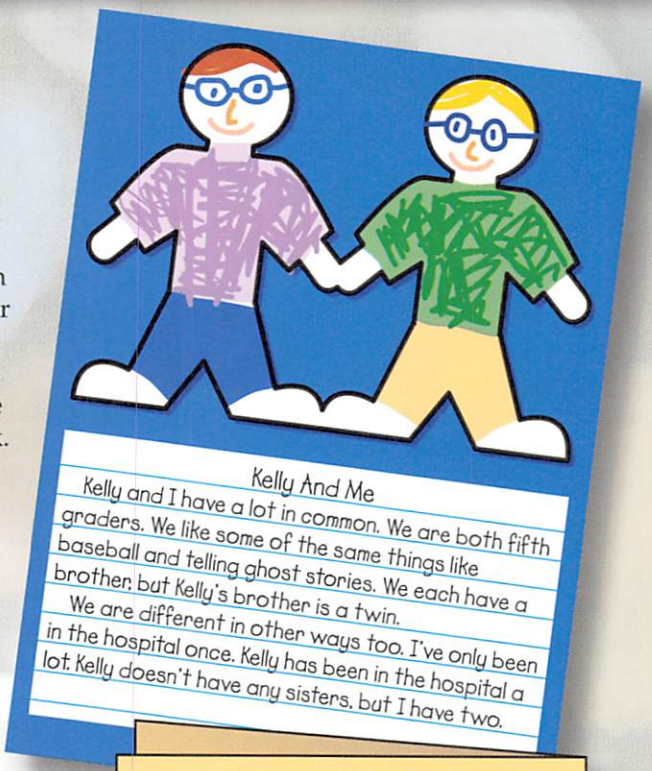
By Westridge Young Writers Workshop
John Muir Publications, 1994 • 115 pages • Grades 3–7
ISBN 1-56261-156-9

Ten children, each with a different disability, are profiled in this insightful book by the third- to sixth-grade authors of the Westridge Young Writers Workshop. Student artwork, photographs, and candid text combine to give readers a glimpse into these children's lives.

Same But Different

Whether it's good-natured sibling rivalry or an avid love of baseball cards, youngsters will readily identify with many aspects of the lives portrayed in *Kids Explore The Gifts Of Children With Special Needs*. Enhance students' awareness of these likenesses with this Venn diagram project. First make a person-shaped template for each pair of students by enlarging a copy of the pattern shown. Then distribute the materials and copies of the directions listed on this page to your students. Instruct each youngster to complete the project as directed; then give him an opportunity to share his work.

For additional profiles appropriate for older students, use selected chapters from *Extraordinary People With Disabilities* by Deborah Kent and Kathryn A. Quinlan (Children's Press®, 1997; ISBN 0-516-26074-X). This collection profiles famous people with disabilities who have made remarkable achievements in areas such as politics, sports, and entertainment.

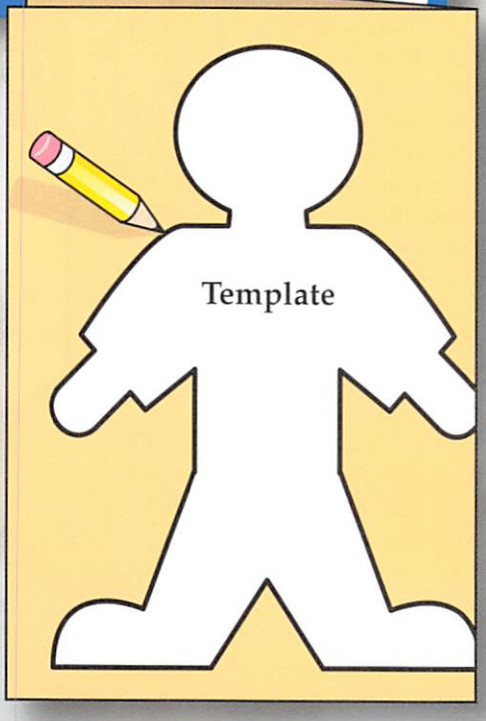

Kelly And Me
Kelly and I have a lot in common. We are both fifth graders. We like some of the same things like baseball and telling ghost stories. We each have a brother, but Kelly's brother is a twin.
We are different in other ways too. I've only been in the hospital once. Kelly has been in the hospital a lot. Kelly doesn't have any sisters, but I have two.

Materials For Each Student:

access to one person-shaped template
two 8 1/2" x 11" sheets of white paper
one sheet of notebook paper
one 9" x 12" sheet of colored construction paper
crayons and construction-paper scraps
scissors
glue

Directions For Each Student:

1. Choose a person from the book.
2. On a sheet of white paper, make a Venn diagram of yourself and this person.
3. Write a paragraph about your diagram on the notebook paper.
4. Trace the template on a folded sheet of white paper so that one edge of the template is on the fold (see the illustration).
5. Cut along the line and open the cutout.
6. With crayons or construction-paper scraps and glue, decorate one figure to resemble yourself and the other to look like the person in the book.
7. Glue your artwork and paragraph onto the construction paper as shown.



Step 4

Name _____ *Helen Keller: Courage In The Dark*
Sequencing critical details

Magnificent Milestones

Some of the important events in Helen Keller's life are listed below. Use the Word Bank to complete each sentence with the best choice. Then write a numeral in each blank to show the correct order.

____ Sarah Fuller helped teach Helen how to _____ .

____ Mr. Bell helped find someone to _____ with Helen.

____ Helen made _____ to give people hope.

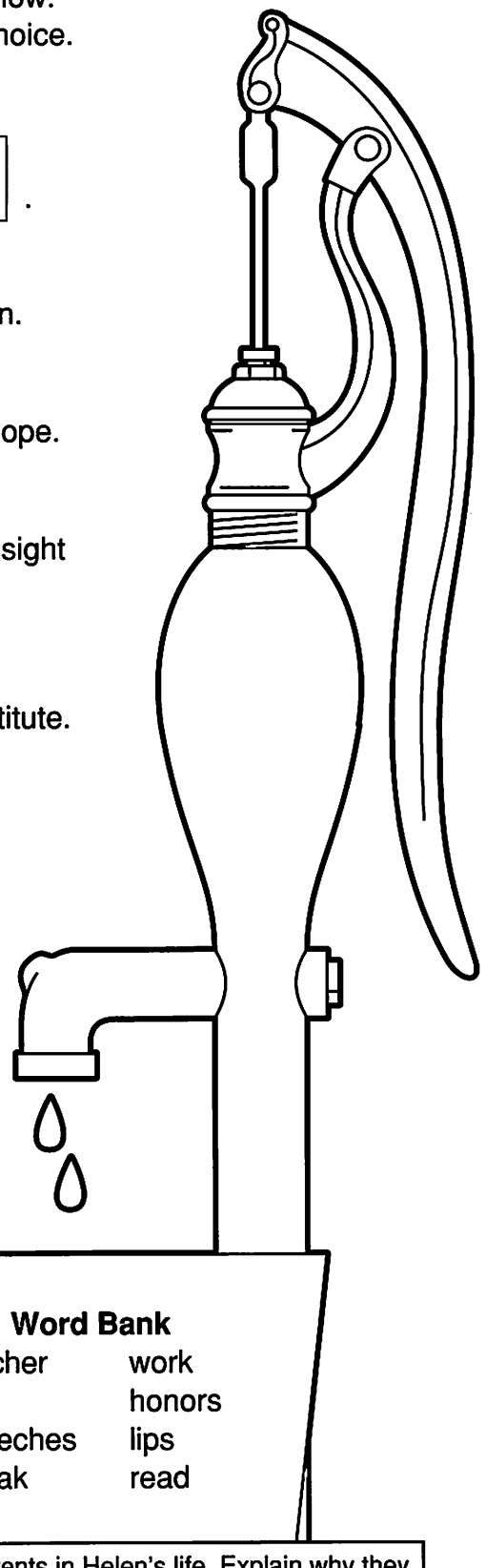
____ When Helen was 1 1/2 years old, she _____ her sight and hearing.

____ Helen learned to _____ Braille at the Perkins Institute.

____ She graduated from college with _____ .

____ Annie Sullivan became Helen's _____ .

____ Helen learned how to read _____ .



Word Bank

teacher	work
lost	honors
speeches	lips
speak	read

Unscramble the letters in the bold boxes to complete the sentences below.

The first word that Helen learned to finger-spell was ___ ___ ___ ___.

The first word that she really understood was ___ ___ ___ ___ ___ .

Bonus Box: On the back of this sheet, describe two other major events in Helen's life. Explain why they were important.

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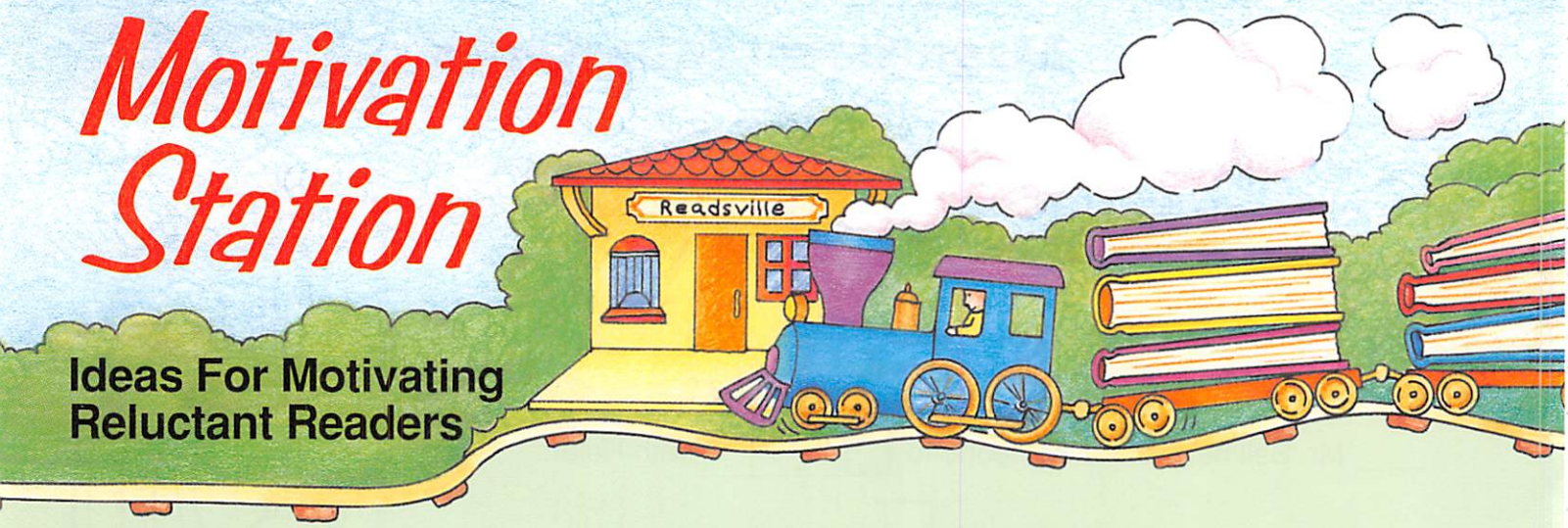
Note To The Teacher: Introduce this activity by reading *Helen Keller: Courage In The Dark* (see page 19) with students.

Motivation Station



Ideas For Motivating Reluctant Readers

The Year In Reviews!

Celebrate a year's worth of reading with this book-review activity. Give each student one copy of "A Rave Review" on page 24. (If desired, invite other classes on your grade level to participate.) Then follow the steps below:

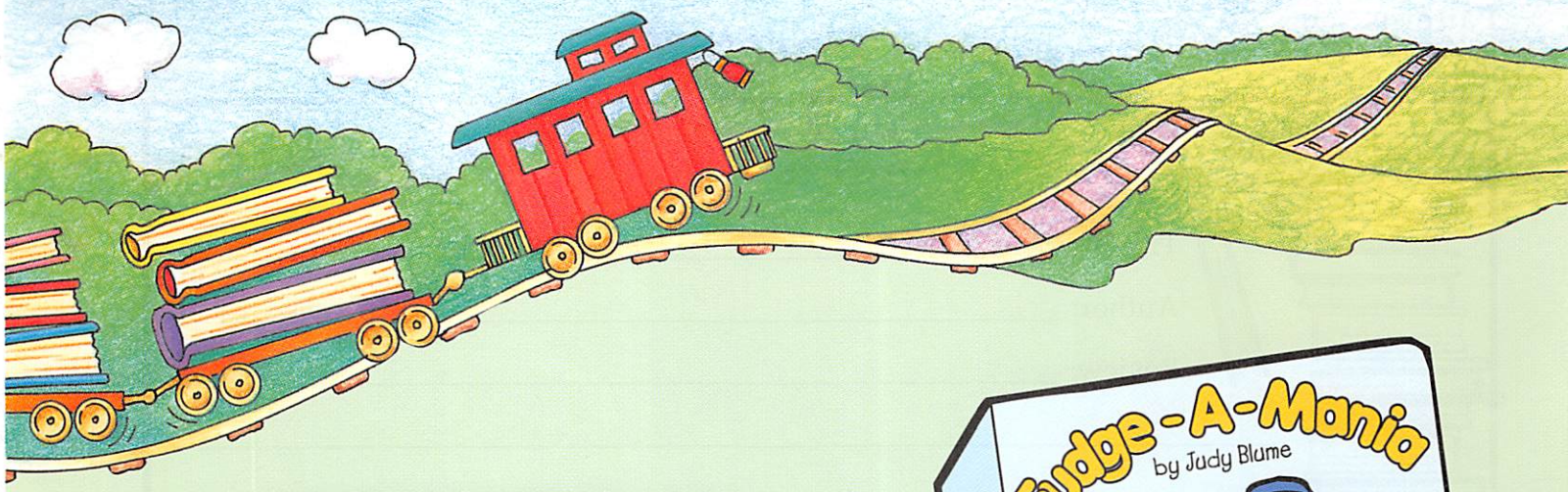
1. Have each student fill out the review form describing a favorite book he read this school year. Explain that the review should persuade other students to read the same book.
2. Collect the completed reviews and determine the top five book choices (select ten if more than one class is participating).
3. For each of the top choices, invite a student who reviewed that book to type his review into a word-processing document.
4. Compile all five book reviews, along with a listing of all other books reviewed, into a newsletter.
5. On the last day of school, distribute a copy of the newsletter to each student to encourage summer reading. Then duplicate another set to distribute to next year's class on the first day of school.

Donna I. Robson
Old Field Middle School
Greenlawn, NY

Last-Day Bookmarks

Motivate summertime reading with these easy-to-make bookmarks. Consult your local librarian to compile a list of age-appropriate book titles and authors. Use a computer word-processing program to type the list onto several different bookmark shapes. Add fun clip art; then print the bookmarks using a color printer. Laminate them if desired. Distribute the bookmarks on the last day of school. What a great way to increase the quality and quantity of the books your students read over the summer!

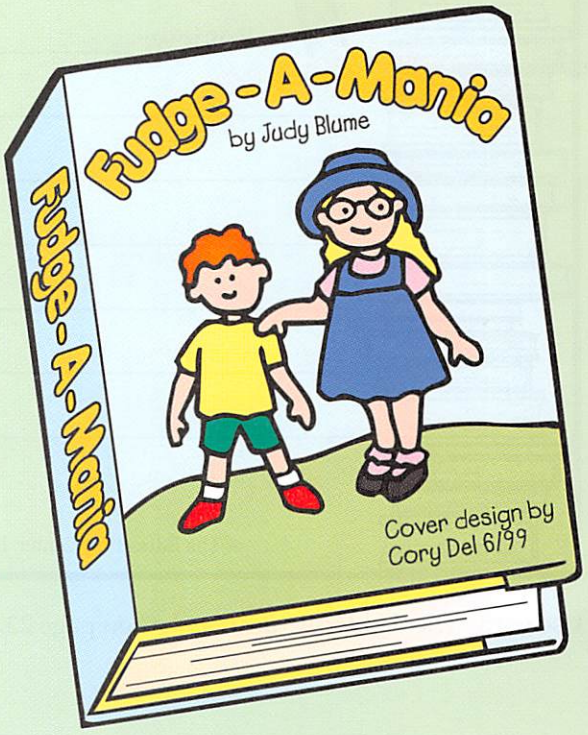
Julie Strickland
Moultrie, GA



Book-Jacket Makeovers

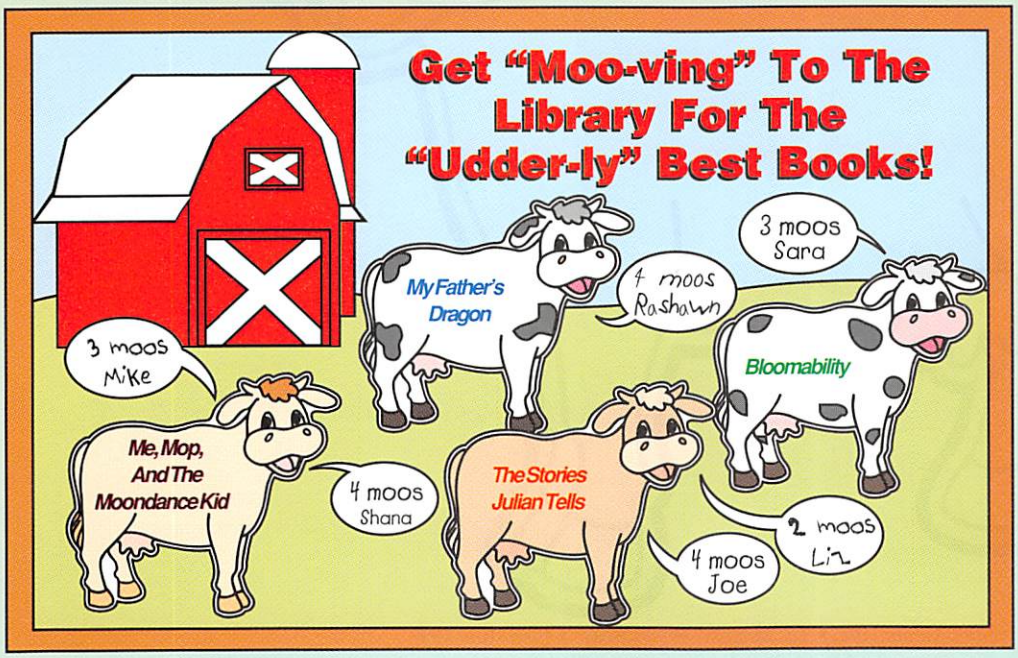
Invite students to breathe new life into your aging book collection by creating student-made book jackets. Have each interested student select and read one of your cover-worn books. Direct her to measure, cut, and fold a new sheet of paper that will fit over the book's original cover. After writing the book's title and author on the new front cover and spine, have her add an original illustration to the front. Finally direct the student to write a synopsis of the book and her name on the back cover. Laminate the completed designs before securing each onto its matching book. Watch students as they take a renewed interest in your freshly arrayed classics.

Sister Jeanette Adler
Pine Ridge Elementary
Birdseye, IN



The "Udder-ly" Best Books

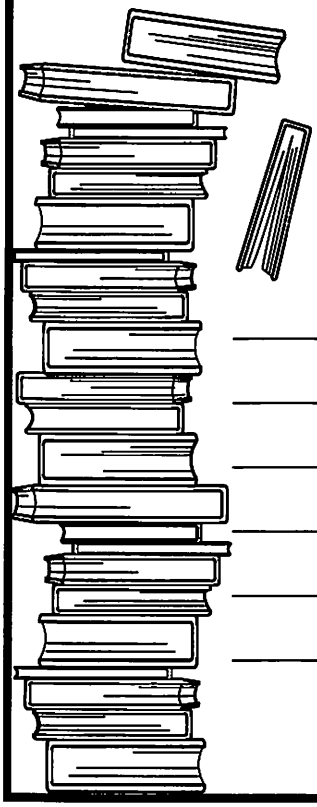
Looking for a way to "moo-tivate" students to read new books? Write the titles of several age-appropriate books on individual cow patterns (see page 24). Post the cows on a bulletin board as shown. After a student reads one of the selected books, have him rate it on a "moo scale" of one to four, with four moos being the best. Invite the student to write his rating, along with his name, in a speech bubble and post it next to the matching cow to complete your simply bovine display!



Colleen Dabney
Williamsburg-JCC
Public Schools
Williamsburg, VA

Patterns

Use with "The Year In Reviews!" on page 22.



A Rave Review

Title of Book: _____

Author: _____

Review: _____

_____

_____

_____

_____

_____

_____

Reviewed by: _____

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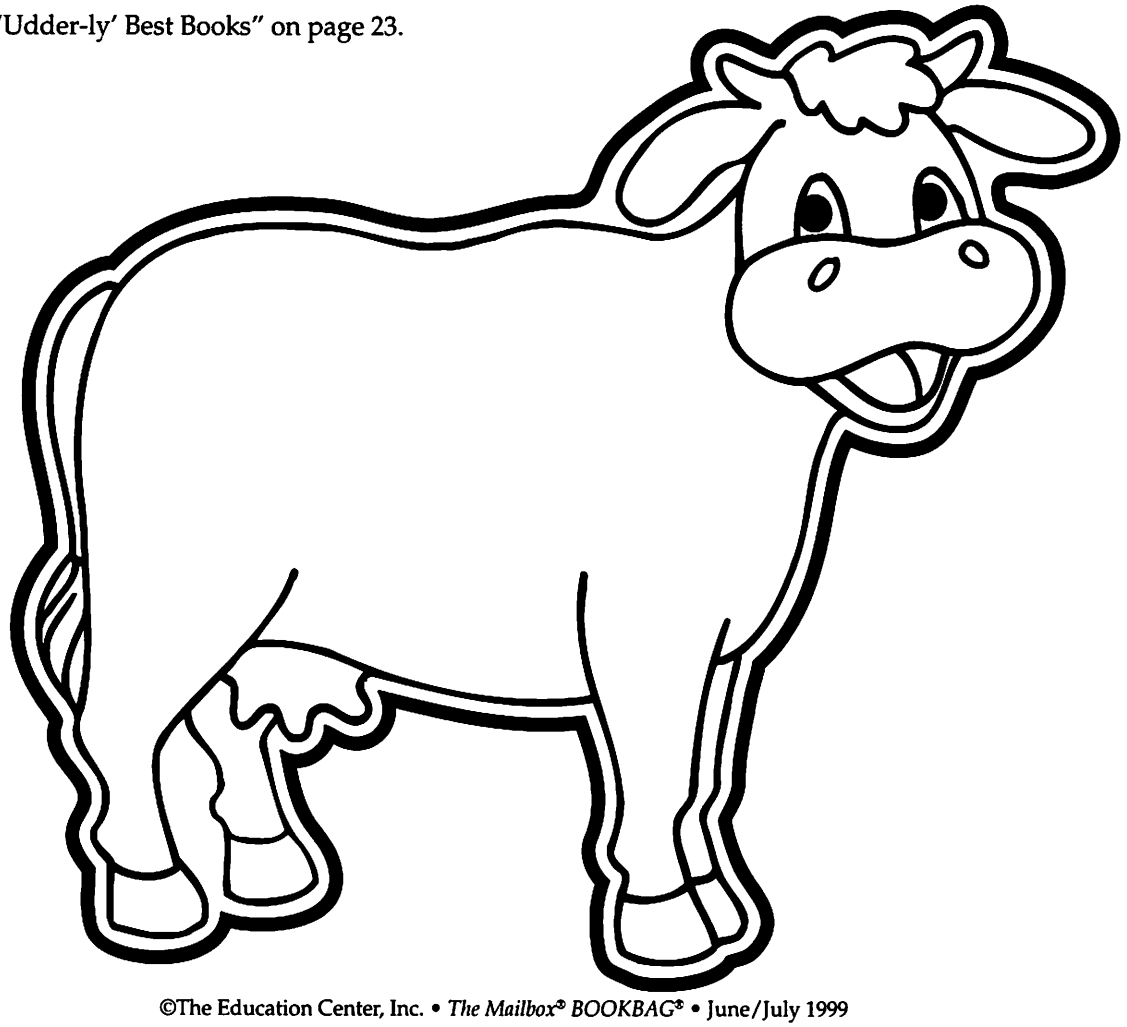
Use with "The 'Udder-ly' Best Books" on page 23.



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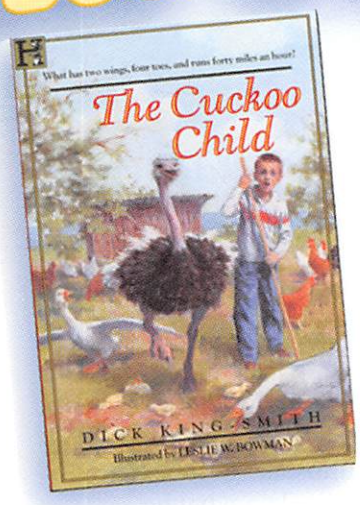
The Cuckoo Child



Written by Dick King-Smith
Illustrated by Leslie W. Bowman
Hyperion Paperbacks For Children, 1993
127 pages • Grades 2–6
ISBN 0-7868-1001-7

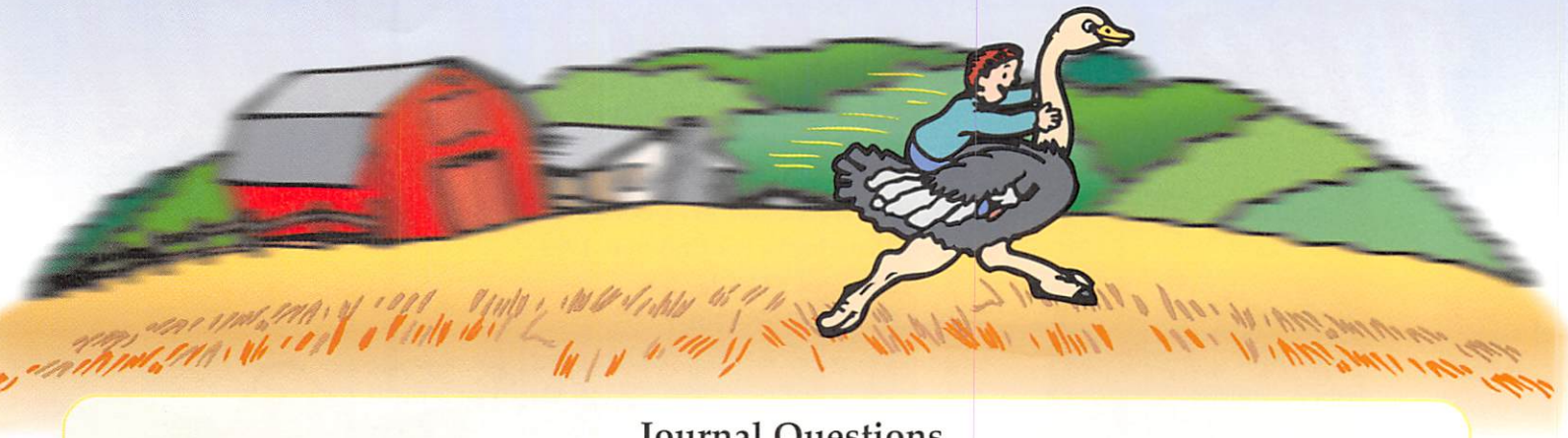
Jack Daw, who has an extraordinary way with birds, joins his classmates on a field trip to Wildlife Park. When Jack meets an ostrich, the most amazing bird he has ever seen, he steals an egg that was intended to be fed to a snake. Back at his family's secluded farm, Jack recruits his pet geese to be foster parents to the unusual "gosling." Together they hatch the egg and raise this cuckoo child named Oliver. Use the following activities and reproducibles as you share this heartwarming and humorous tale.

by Pat Twohey, Old County Road School, Smithfield, RI

Before Reading: Set the stage for reading by exploring the meaning of the book's title. First ask students to tell what they think a *cuckoo child* is. *Explain that a cuckoo is a type of bird that lays its eggs in another bird's nest to be hatched and cared for by the other bird.* Next divide the class into groups of four or five students. Write the discussion questions at right on the chalkboard. Have each group's members discuss the questions and record their thoughts on a sheet of notebook paper. Afterward allow each group to share its responses. Then give each student a large egg shape cut from construction paper. Have the student write her definition of *family* and draw a picture of her own family on the egg. On a bulletin board, display each egg nestled above a layer of Spanish moss as shown. Title the board "Our Family Nests."

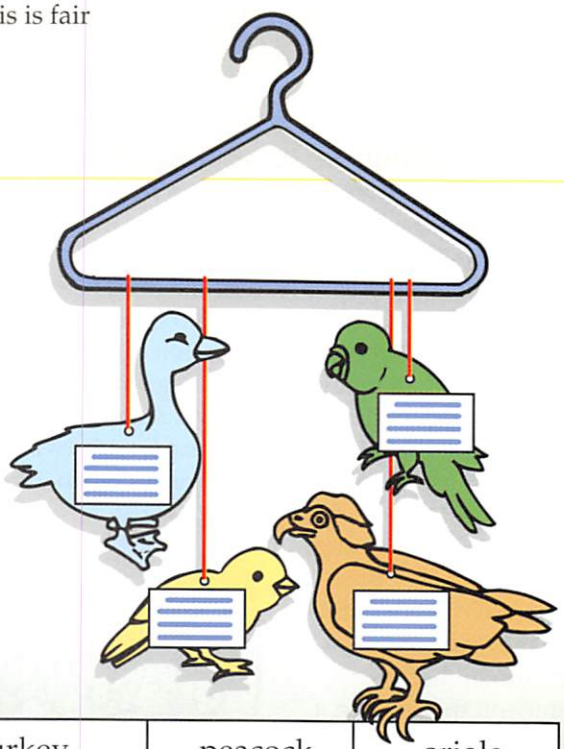
Discussion Questions

- What problems might occur when a cuckoo bird hatches in a foster bird's nest?
- Imagine you are the cuckoo bird. What questions might you have as you are growing up?
- Imagine that you are the foster parents of a cuckoo bird. What questions might you have as your cuckoo child is growing up?
- The foster parents care for the cuckoo birds as if they were their very own, just like a family. Explain what makes a family a family.



Journal Questions

Chapter 1: Anything with feathers fascinates little Jack Daw. What fascinates you?
Chapter 2: Look up the word *jackdaw* in the dictionary. Explain why you think the author chose the name Jack Daw for the main character of this story.
Chapter 3: Explain whether or not you think it was okay for Jack to steal the ostrich egg.
Chapter 6: Oliver has hatched. What do Lydia and Wilfred think of their unusual "gosling"?
Chapter 7: Jack's dad says, "Stealing is stealing, however you dress it up." Explain what he means by that statement.
Chapter 8: When Oliver is happy he says, "twoo!", and when he is upset or angry he says, "hrup!" If you used the same sounds to express your feelings, when would you say, "twoo!" and when would you say, "hrup!"?
Chapter 9: Things change for Oliver after the goslings are born. Explain these changes from the point of view of Oliver, Lydia and Wilfred, and the goslings.
Chapter 11: Jack feels that "owning up to something bad that you've done is always difficult." Have you ever been in a similar situation to Jack's? Explain how you felt before and after you owned up.
Chapter 13: In exchange for hatching and rearing Oliver, Jack is given a Life Membership card to the Wildlife Park. Do you think this is fair *compensation* in this situation? Explain.



After Reading Chapter 1: When it comes to birds, Jack Daw knows his stuff! Familiarize your students with the birds mentioned in this story by completing the following research project. First divide your class into groups of four students. Provide each group with one copy of the bird chart at right, four 3 1/2" x 5" index cards, one clothes hanger, four 9" x 12" sheets of construction paper, and access to a hole puncher, scissors, glue, and string.

Each group selects a vertical, horizontal, or diagonal row of four birds. Each group member then selects and researches one of the four birds in the chosen row. On the index card she writes a description of the bird's habitat, length of incubation time, height and weight at adulthood, and any other information. From construction paper she makes a large cutout of the bird's shape. Next, she glues her index card to the cutout as shown. Each group uses a hole puncher and string to hang its cards from the hanger. Put the birds into flight by suspending the completed projects from the classroom ceiling.

goose	turkey	peacock	oriole
sparrow	hawk	macaw	duck
starling	budgerigar	flamingo	magpie
osprey	bantam	cuckoo	hen

Before Reading Chapter 3: While reading, students will be showered with ostrich facts. Provide each student with the materials and a copy of the directions below to create a visual display for his newfound knowledge.

Materials For Each Student:

1 copy of page 29 duplicated onto brown construction paper
one 9" x 12" sheet of black construction paper
two 8" x 1" strips of brown construction paper
4 small brass fasteners
scissors
a ruler
tape
1 white crayon or colored pencil
black crayon or marker
access to a stapler

Student Directions:

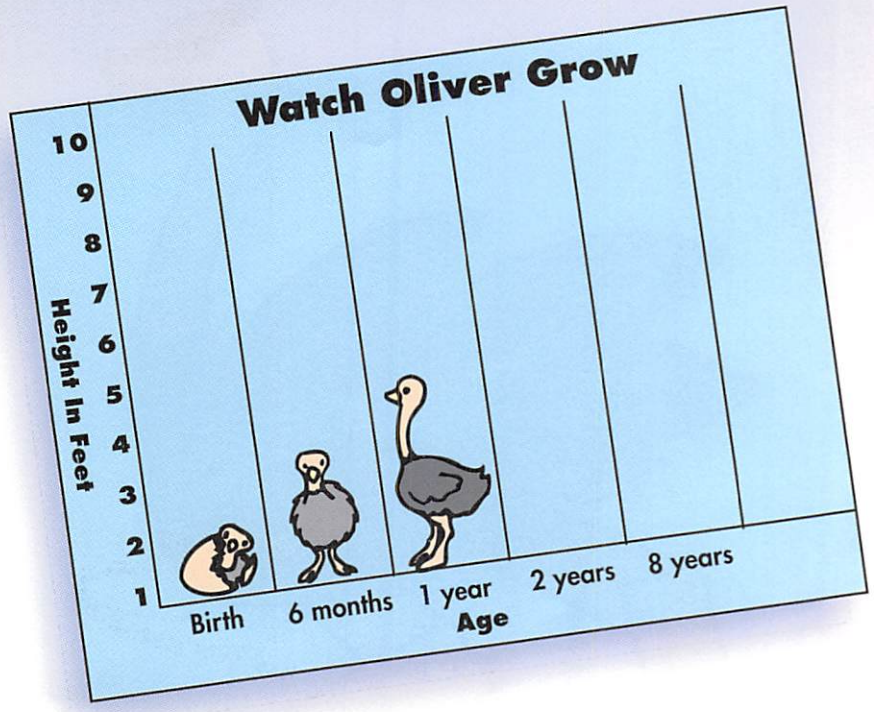
1. Cut out the four patterns. Color the body black as shown.
2. To make the legs, measure and cut each strip so that it is divided into a 3 1/2" and a 4 1/2" length. Connect each short strip to a long strip using a brass fastener as shown.
3. Tape a foot to the end of each of the 4 1/2" strips.
4. Connect each leg to the ostrich body with a brass fastener as shown.
5. Use the feather template to trace 10–15 shapes onto the black paper. Cut out the resulting feather shapes.
6. Each time you read an ostrich fact in the story, use white crayon or colored pencil to write it on a feather cutout; then staple the feather to the ostrich body. As the feathers fill in, so will your knowledge of ostriches!

An ostrich can weigh up to 345 pounds.
Male ostriches are black and white. Females are brownish.
Ostriches can run up to 40 mph.
An ostrich is the world's largest bird.

After Reading Chapter 5: Do your students notice the switch from realism to fantasy that takes place in chapter 5? Have students go on a fantasy scavenger hunt using descriptions and dialogue from the remaining chapters. First label a large sheet of chart paper "That Could Happen." Label a second sheet "That Couldn't Happen." Divide students into groups of four and have each group label two sheets of paper in a similar fashion. Instruct students to reread chapter 5, writing down things that could happen (realism) and things that couldn't happen (fantasy). Review students' answers by compiling their findings onto the two class charts. Use this time to discuss the differences between realism and fantasy.

As you read the remaining chapters, invite each group to come up, in turn, and add information to both charts. At the end of the story, have students reflect on the following questions by writing in their journals:

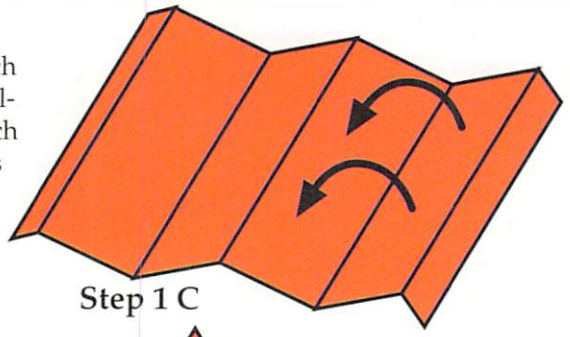
1. Why do you think the author introduced fantasy into the story in the fifth chapter?
2. Do you think that the fantasy helped the story or hurt it?
3. Do you think that animals can talk to one another? Why or why not?
4. Do you think that animals and people can understand each other's languages? Why or why not?
5. If you could speak to any animal, which animal would you choose and what would you say?



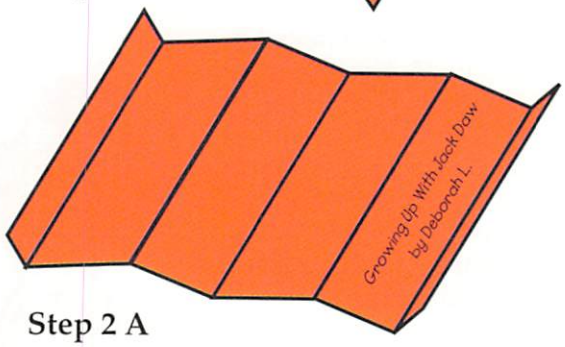
After Reading Chapter 8: Twoo! It's a reading-for-details and graphing activity! Have students track Oliver's growth throughout the story by making pictographs. Give each student a sheet of graph paper. To make a graph, the student draws and labels two axes as shown. Then he titles the graph. As he reads the story, he uses clues to determine Oliver's height at each age. To show Oliver's growth, he draws an ostrich at the appropriate height in each section of the graph.

As a further challenge, have the student use his research from "After Reading Chapter 1" on page 26 to make graphs that compare the ostrich to the other birds mentioned in this story. Direct each student to make three different graphs that compare the incubation period, the adult height, and the adult weight of each bird. Display these informational graphs on the classroom wall under the title "Fine-Feathered Facts."

After Finishing The Book: This story follows Jack Daw's progression from a four-year-old boy to a young man. Have each student create the following three-dimensional model to symbolize and describe Jack's emotional and physical growth. Give each student two 9" x 12" sheets of light-colored tagboard, and access to a stapler. Guide the student through the directions below.



Step 1 C



Step 2 A

Directions:

Step 1: Folding The Sheets

A. Fold each tagboard sheet in half so that the shorter ends meet. Place one sheet aside.

B. Unfold the remaining sheet. Then fold the two shorter edges inward one half inch.

C. Turn the tagboard over. Fold each of the two folded edges toward the center so that their folds line up with the center fold.

Step 2: Writing

A. Lay the tagboard flat with the shorter edges pointing upward. Write "Growing Up With Jack Daw" and your name on the bottom section (see sample).

B. Title the second folded section "Jack As A Young Boy." Then write a paragraph that describes Jack using information from chapters 1–3.

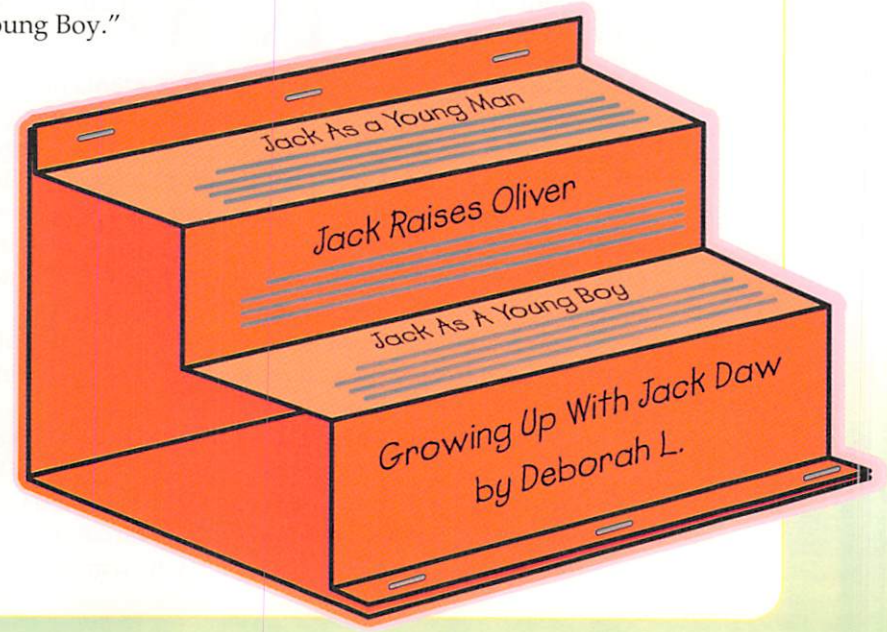
C. Title the third folded section "Jack Raises Oliver." In that section write a paragraph that describes Jack using information from chapters 4–12.

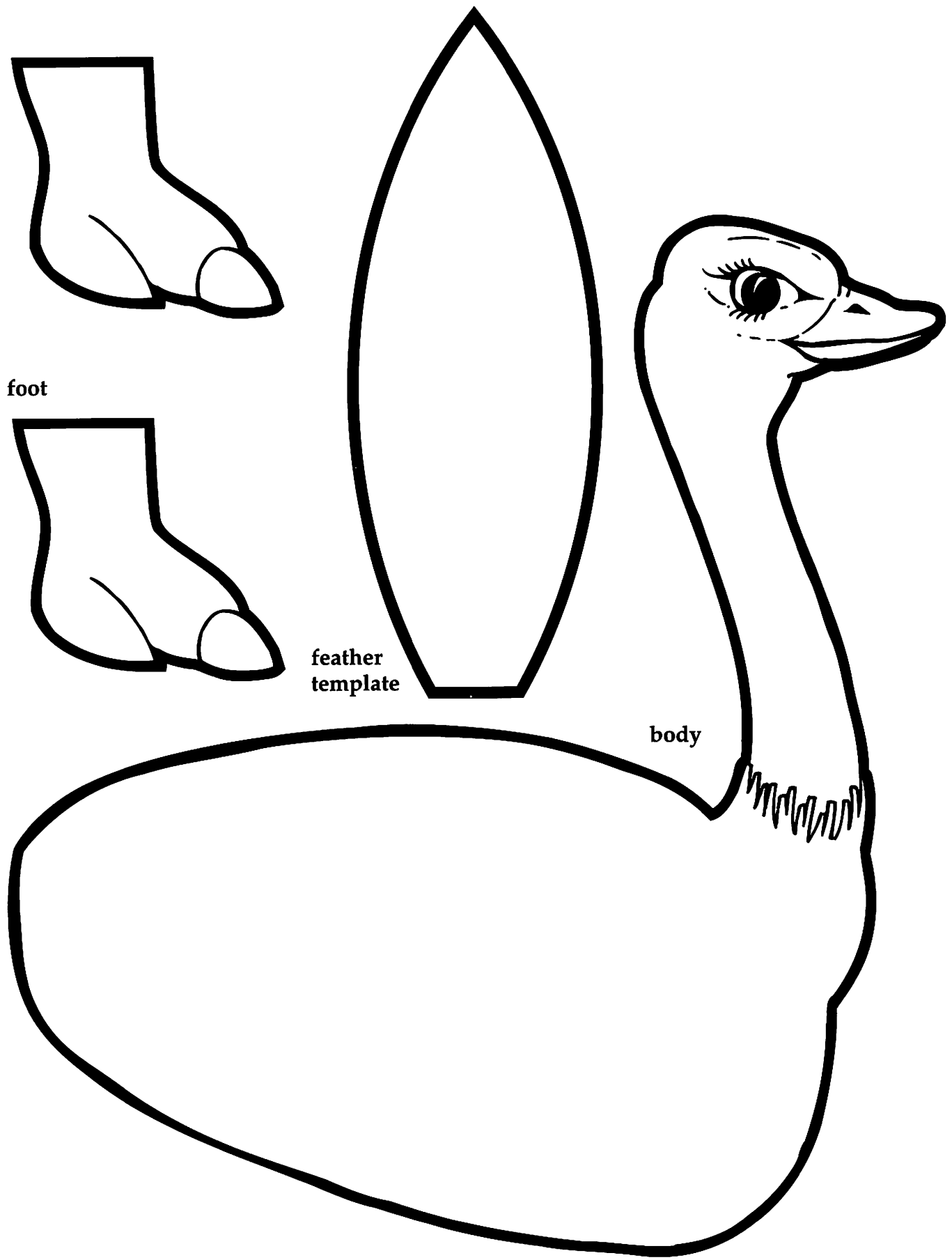
D. Title the top folded section "Jack As A Young Man." Then write a paragraph describing Jack using information from chapters 13 and 14.

Step 3: Construction

A. Arrange the folds of the programmed sheet so that they form a staircase (two complete stairs).

B. Staple the 1/2" folds of the programmed sheet to the other sheet as shown.

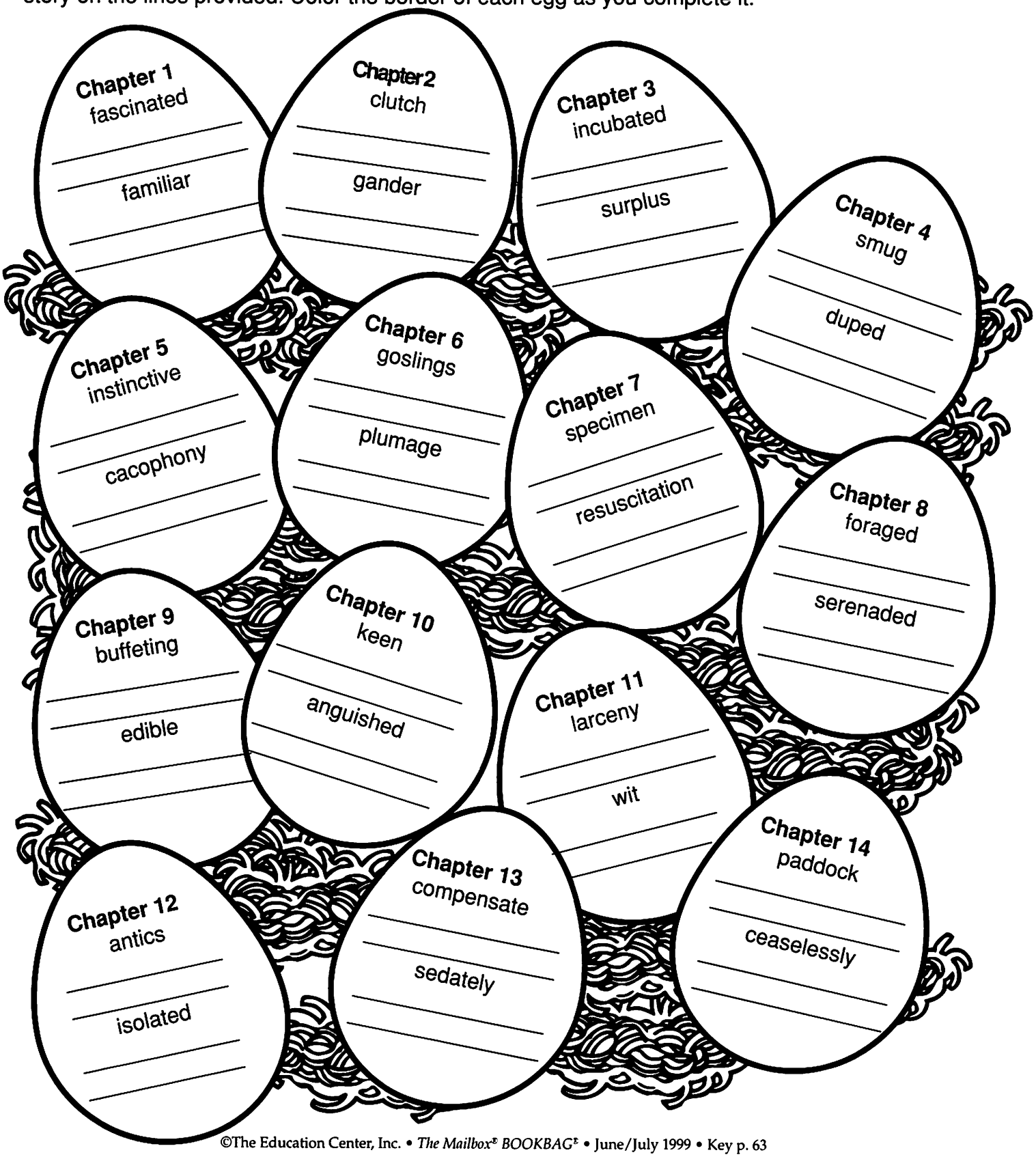



foot
foot
feather template
body

Name _____ *The Cuckoo Child*
Vocabulary

Get Hatchin'!

Each ostrich egg below contains two outstanding vocabulary words tucked inside. As you read each chapter, hatch out the meaning of each word. Write the word's meaning as it is used in the story on the lines provided. Color the border of each egg as you complete it.



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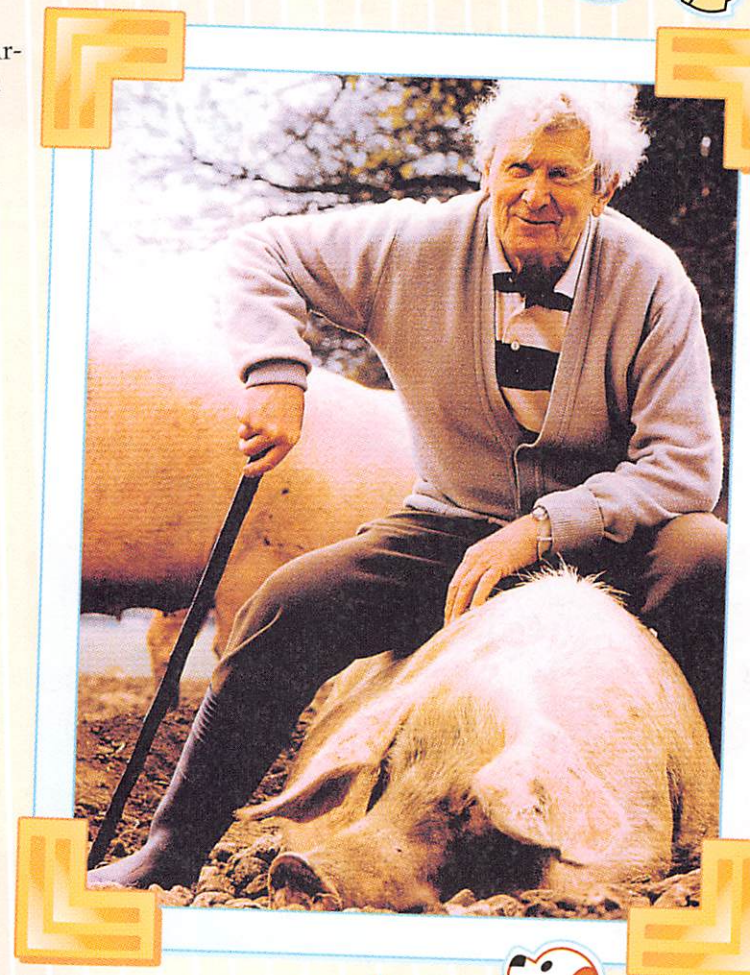
 Note To The Teacher: Give each student one copy of this page to use throughout the reading of the story.

Dick King-Smith

Born March 27, 1922, in England, Dick King-Smith currently lives with his wife of over 55 years. They reside in a small 17th-century cottage, about three miles from the house where he was born. King-Smith's journey toward writing twisted and turned like a winding country road. After serving as a soldier during World War II, he turned to farming for 20 years. He believes that he would still be farming today if he'd had any business sense, or if he'd let his *wife* handle the accounts.

When the farm went bust, King-Smith was already in his 50s, but he was not ready to retire. So he earned his teaching degree and spent seven years teaching six- to eight-year-olds in his village school. Those years taught him a lot about the kinds of stories children enjoy.

His affectionate, amusing, informative tales reflect long years of acquaintance with his animal friends. When asked why he writes about animals, King-Smith quips, "It's such fun putting words into their mouths." Putting words into the mouths of a family of chickens started King-Smith's career as a children's writer in the mid-1970s. After a fox killed many of his chickens, he decided to champion the cause of the weak and let the hens win out over the fox—at least on paper. Anyone who has read about and fallen in love with this prolific author's animal heroes owes a debt of gratitude to that dastardly fox!



King-Smith's Real-Life Animal Friends:

- King-Smith believes that dogs make the best pets.
- He's very fond of pigs.
- He's had up to 16 kinds of animals at one time.
- In addition to farm animals, King-Smith has raised guinea pigs, mice, budgerigars (small Australian parrots), zebra finches, guinea fowl, and rats!

Dick King-Smith's Writing Process:

Morning—Scribble in longhand
Afternoon—Type out the morning's work on an old manual typewriter (with one finger!)
Evening—Read the day's work to his wife

Mixed-Up Max

Illustrated by Brian Floca
Troll, 1997 • 64 pages • Grades 2–4
ISBN 0-8167-4437-8

Max, a young hedgehog in a big city, is on a mission. His family wants to cross the street safely so that they can explore the wonders of the park, but the traffic is too dangerous. Max's quest to discover a way will have readers chuckling and cheering him on.

By permission of Troll Communications, 100 Corporate Drive, Mahuah, NJ 07430.

Examples from Max:

"I got a head on the bump." (Ch. 3)
"Something bot me on the hittom." (Ch. 3)
"...and then I headed my bang." (Ch. 3)
"My ache bads headly." (Ch. 3)
"Not if you're a hodgeheg." (Ch. 3)
"I feel like walking for a go." (Ch. 4)
"I go to want home." (Ch. 5)

Maxisms

In Chapter 3, Max crashes with a bicycle rider and bangs his head on the curbstone. Afterwards, along with a terrible headache, he finds that his speech is now mixed up. Read the phrases at left aloud to your class, and challenge your students to translate them into regular English. Then have them use the same patterns (such as switching verbs with nouns, switching parts of one word with parts of another, or switching vowels within a word) to create some more mixed-up phrases for Max. Divide your class into two teams. Give them 15 minutes to compose a list of ten "Maxisms," including the standard English translations. Gather teams together and have them take turns trying to stump the other team!

Newsworthy

Famous explorers, adventurers, and inventors are often called pioneers in their fields of study. Dick King-Smith calls Max "that pioneer of road safety..., a name to be remembered forever by hedgehogs the world over." Max's discovery was big news in the hedgehog world. Turn your classroom into a newsroom. Organize your reporters into small groups with each group researching and writing a different front-page news article. If desired, have group members compose the final versions of their articles on the computer. On a wall, arrange the completed news stories so that the collection looks like the front page of a newspaper.

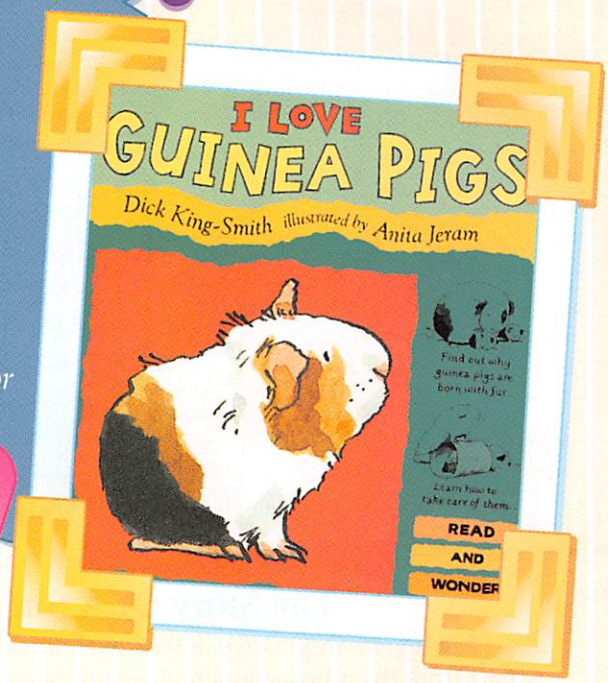
Article choices:

- Celebrate Max's discovery. Refer back to the book for details about Max's quest—both his adventures and his misfortunes. Include an illustration to go with the article.
- Gather information from the story as well as from factual resources to write an informational piece about hedgehogs. Include physical characteristics as well as behavioral ones.
- Write an article about why people adore the hedgehog.
- Research and write about other small park-dwelling beasts that are loved by people.
- Write a news brief about road safety in the city. Include information about how to be safe when crossing the road.
- Create graphs comparing people's favorite wildlife. Survey other students to gather information.
- Write a review on the book *King Max* (Troll Communications, 1998; ISBN 0-8167-4810-1), the continuing adventures of Max.

I Love Guinea Pigs

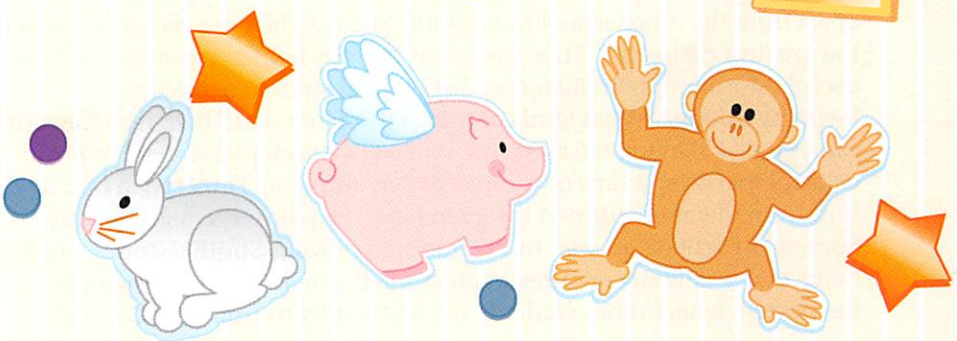
Illustrated by Anita Jeram
Candlewick Press, 1994
28 pages • Grades 2–4
ISBN 1-56402-389-3

For over 50 years, Dick King-Smith has owned many guinea pigs as pets, and his expertise shines through on every page of this interesting, affectionately written guidebook. The informative text and endearing watercolor and pen illustrations will have you wishing for your own guinea pig.



And Now A Word From Our Experts

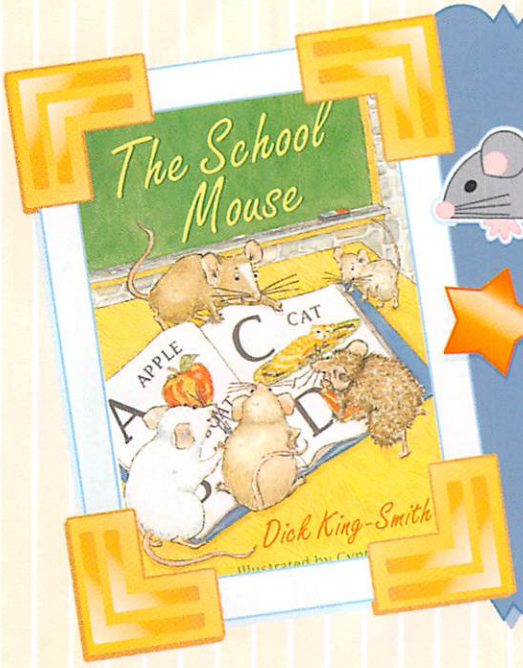
King-Smith's affection for these piggy-looking cavies streams out from the text of this how-to book. The author provides information on caring for, feeding, and housing guinea pigs. In addition he explains what kinds of behaviors to expect from this pet. After sharing *I Love Guinea Pigs,* your students will scurry to share their own expertise as pet owners. Survey your students to find out what types of pets they own; then divide students into small groups accordingly. Invite any student who doesn't own a pet to join up with one of the groups in order to learn more about pet care. Challenge group members to write and illustrate a pet care guide for their pet. Their guides should include information on how to care for, feed, and house the pet, as well as what kind of pet behavior to expect. Provide additional reference materials. Place the finished guides in a Pet Care Reference Library.



Animals Aplenty!

Once your students get acquainted with King-Smith's animal stories they'll be clamoring for more. Here's a list of favorites to get you started (published in paperback by Alfred A. Knopf unless otherwise noted):

Ace: The Very Important Pig (1990; 135 pp.; Grs. 2–7; ISBN 0-679-81931-2)
Babe: The Gallant Pig (1983; 118 pp.; Grs. 3–6; ISBN 0-679-87393-7)
Harriet's Hare (1995; 104 pp.; Grs. 2–4; ISBN 0-679-88551-X; Hardcover)
Harry's Mad (1984; 128 pp.; Grs. 3–7; ISBN 0-679-88688-5)
The Invisible Dog (1995; 80 pp.; Grs. 2–5; ISBN 0-679-87041-5)
Jenius: The Amazing Guinea Pig (1996; Hyperion; 64 pp.; Grs. 1–4; ISBN 0-7868-1135-8)
Martin's Mice (1998; 128 pp.; Grs. 3+; ISBN 0-679-89098-X)
A Mouse Called Wolf (1997; Crown Publishers, Inc.; 108 pp.; Grs. 2–5; ISBN 0-517-70973-2; Hardcover)
Mr. Ape (1998; Crown Publishers, Inc.; 144 pp.; Grs. 3–5; ISBN 0-517-70986-4; Hardcover)
Mr. Potter's Pet (1996; Hyperion; 128 pp.; Grs. 2–5; ISBN 0-7868-1206-0; Hardcover)
Pigs Might Fly (1980; Puffin Books; 158 pp.; Grs. 3–7; ISBN 0-14-034537-X)
The Robber Boy (1989; 119 pp.; Grs. 3–6; ISBN 0-679-89430-6)
Smasher (1996; Random House; 72 pp.; Grs. 2–4; ISBN 0-679-88330-4)
The Stray (1998; 144 pp.; Grs. 3–6; ISBN 0-679-89101-3)
Three Terrible Trins (1994; 106 pp.; Grs. 2–7; ISBN 0-679-88552-8)
The Water Horse (1990; Crown Publishers, Inc.; 120 pp.; Grs. 3–5; ISBN 0-517-80026-8; Hardcover)



The School Mouse

Illustrated by Cynthia Fisher
Hyperion Books For Children, 1995
124 pages • Grades k–4
ISBN 0-7868-0036-4

In the tradition of E. B. White's intelligent animals, such as Stuart Little the mouse and Charlotte the spider, Dick King-Smith introduces Flora the school mouse. While her other family members are content to do normal mouse things, Flora seizes opportunities to learn. And opportunities abound since her family lives in a schoolhouse! Flora's cleverness coupled with her determination to learn to read saves her loved ones from many perils. Her lively adventures will keep readers enthralled and eager for more.

The Story Of A Successful Student

"Intelligent, inquisitive, interested, educated…"—these adjectives set Flora apart from the other school mousekins. She watched the classroom activities "with the greatest curiosity." These personality traits helped Flora learn a great deal of useful information. Brainstorm a list of ideal student behaviors with your class. Begin by asking, "What kinds of things did Flora do to help herself learn? What can you do?" Divide the class into pairs. Give each pair a sheet of poster board, colorful markers, scraps of colored paper, and glue. Direct each pair to choose one trait from the brainstormed list; then have the pair write and illustrate a "How To Succeed In School" poster. In the tradition of King-Smith's stories, challenge students to use animal creatures to illustrate the main points of their posters. Hang the posters where other students can see and learn from them as well!

Ignorance Is Not Bliss

Flora knew that her learning would come in handy. But her parents and siblings did not understand Flora's quest for knowledge. Ask students if they have ever encountered pressure from family or peers to NOT succeed in school or in some other area. What did they do in response to that negative pressure? What lessons do they learn from Flora's experience, even though it is fictional?

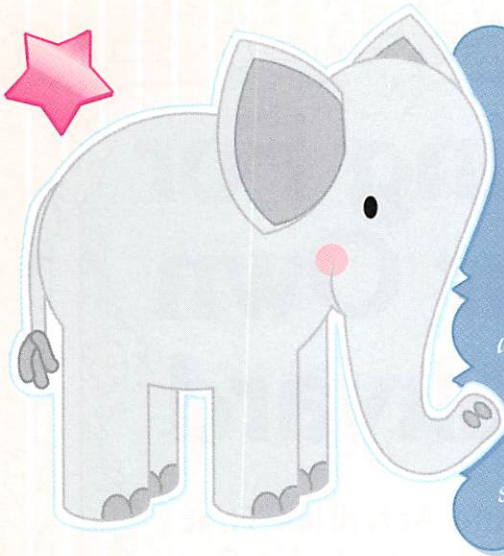
Next have each student think of one talent, ability, or area of knowledge in which she would like to experience growth and success. Invite the student to summarize her goal by writing the information below on a cutout similar to the mouse pattern shown. Display the cutouts embellished with yarn whiskers, paper ears, and button eyes on a wall under the title "How To Succeed In Life."

I want to become a computer expert. To do this I will need to strengthen my math skills, keep up with the latest computer technology, and earn money from summer jobs in order to buy good computer equipment. Computer experts make good salaries, so I know I'll always have enough money to live comfortably.

by Sheila

Summarize Your Goal

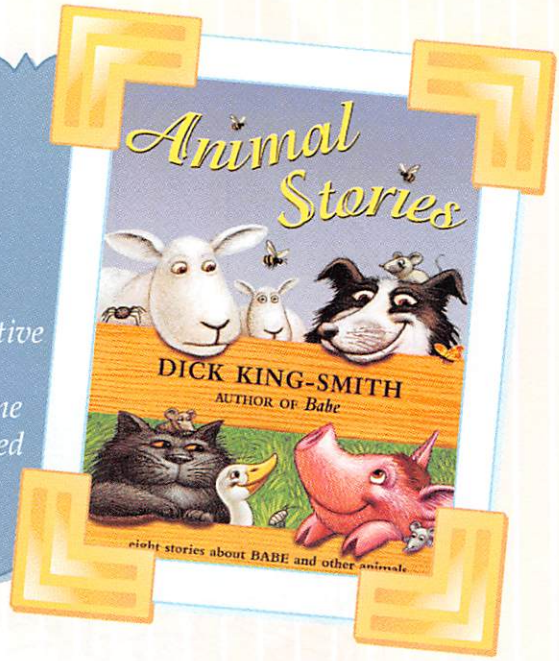
- Write one sentence stating your goal.
- Write three steps you can take to achieve that goal.
- Tell how you think reaching that goal will help you in the future.



Animal Stories

Illustrated by Mike Terry
Orchard Books, 1988
122 pages • Grades 2–4
ISBN 0-531-30099-4

This collection of eight imaginative animal stories includes both single tales and excerpts from some of King-Smith's best books. Varied and entertaining, each of these stories can be read in one sitting.

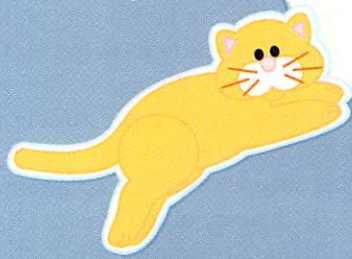


"Fat Lawrence"

Help your story sleuths dig for details of this short story. After the initial reading of the story, reread it, instructing students to listen for facts about Lawrence's alter egos. To aid student comprehension, make a chart with four columns. Label the first one "Higgins," the second one "Norman," the third one "Mason," and the fourth one "Barclay-Lloyd." Have your detail detectives call out clues (information) about each home that Lawrence visited. Record the house name or number, the time of day that Lawrence visited there, the food served to him, and the friend who lived near each address. Once Lawrence's diet begins, add to your chart the day on which he visited each home. Then his pattern will be more apparent to your students. Once they understand what Lawrence is doing, challenge them to expand the pattern further by asking such questions as, "Where will he be in two days? Five?" and, "Whose home will he visit next Tuesday?" Their careful sleuthing will add to their understanding and enjoyment of this story's subtle humor.

Wall Of Characters

Animal Stories will introduce your students to some of King-Smith's special animal characters. Invite students to share these newfound favorite characters by creating a mural of all the creatures from *Animal Stories*. Have students help you plan the mural by deciding between dividing the mural into eight sections to match the chapters *or* taking a more global approach and drawing one scene that includes every creature. While your more art-oriented students plan the artistic elements, direct other writing-oriented students to pen engaging reviews of the individual stories. Plan to hide the reviews under painted flaps that blend into the mural. Post the mural where other students can explore the pictures and discover the reviews.



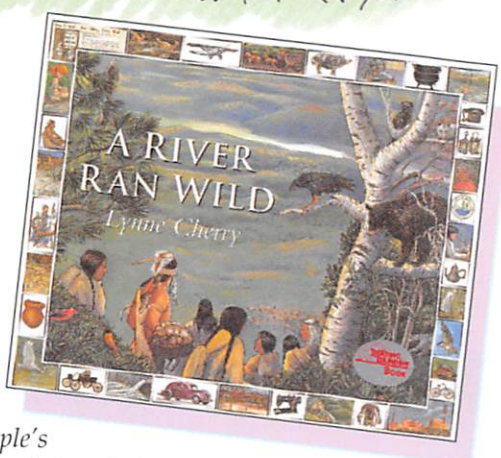
Caring For Your Own Backyard

Books And Activities That Encourage Students To Care For Their Environment

What can students do to help our environment? Plenty! The following inspirational books and ideas will help students see themselves as people who can make a world of difference—beginning in their own backyards!

by Kathleen A. J. Mohr

A River Ran Wild



By Lynne Cherry
Harcourt Brace Jovanovich, Publishers; 1992
36 pages • Grades 1–5
ISBN 0-15-200542-0

Detailed watercolor and colored pencil illustrations pair with a descriptive narrative to trace the history of the Nashua River Valley. The life of this valley is traced from its early Native American inhabitants through its near destruction by industrialization to its present revival. Cherry clearly communicates that a people's view of the environment determines how resources are used. Yet the hopeful message remains: when people are willing to fight pollution, restoration is possible.

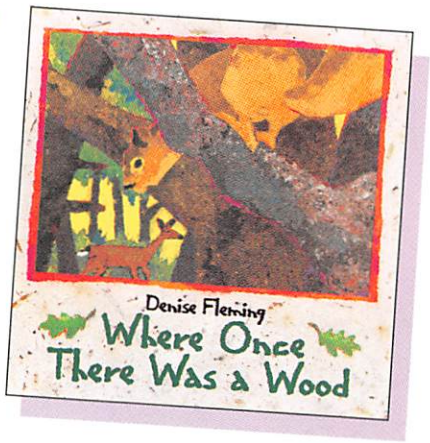
Sequenced Pictures

Help students' sequencing skills and their comprehension of the Nashua River's history by constructing a picture timeline of important events. Ask students to predict what the Nashua River was like thousands of years ago and what they think the river is like today. Then, have them listen for key events while you read the text aloud. Following a postreading discussion, have students help you list some of these events on the board.

Next provide each student with one 6" x 18" strip of manila construction paper, and colored pencils or markers. Direct each student to fold his strip in half and then into halves again, resulting in four boxes. Have each student print "The Nashua River History" at the top of his strip as shown. Explain that he is to illustrate four sequenced events important in the history of the Nashua River, according to the book *A River Ran Wild*. Invite older students to add captions to their respective pictures. Post these on a board titled "A River's New Beginning."

Where Once There Was A Wood

By Denise Fleming
Henry Holt And Company, 1996
32 pages • Grades k–5
ISBN 0-8050-3761-6



Don't be afraid to venture into this wood. With her poignant poetics, Fleming describes woodland creatures and plants that lose their homes due to urbanization. The colorful illustrations and alliterative language provide a rich reminder of what is lost in the pursuit of human progress. An informational guide at the back of the book provides readers with helpful suggestions for attracting wildlife to your backyard or school grounds.

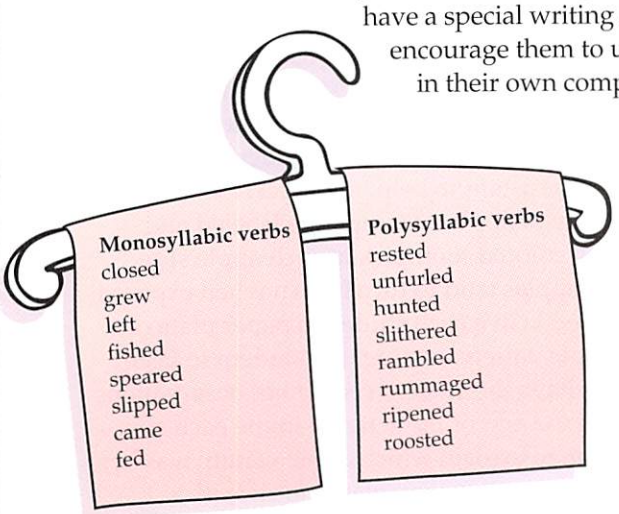
Woodland Inhabitants

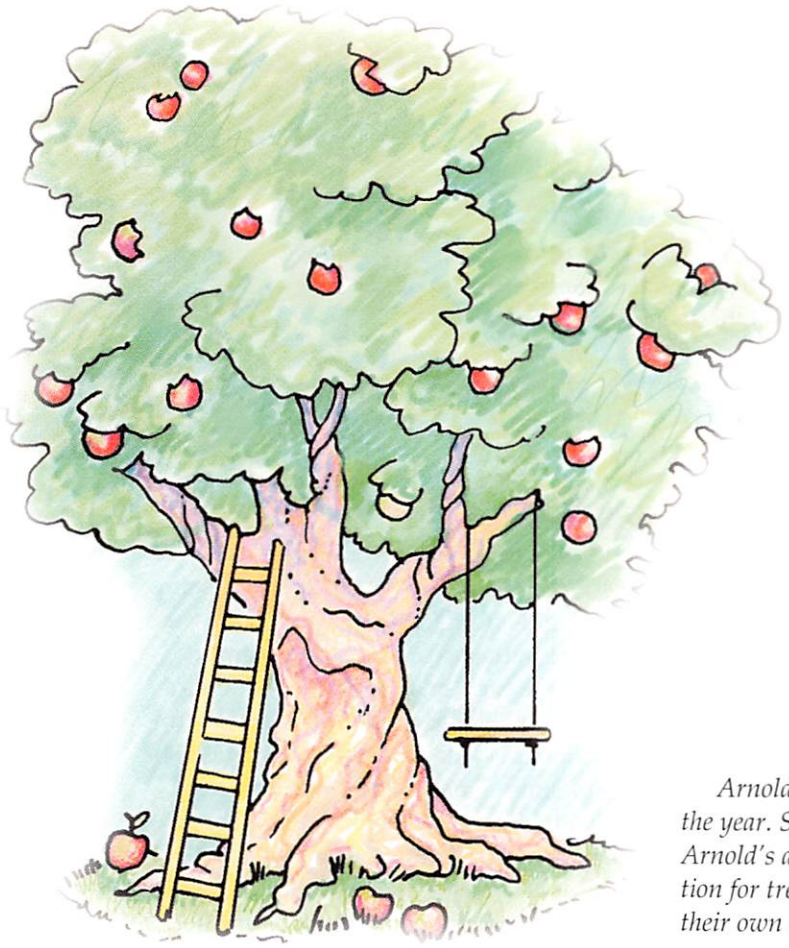
Accent your room with a colorful mural of torn-paper woodland creatures. After reading *Where Once There Was A Wood* to students, invite them to examine the cotton rag fiber illustrations, noting the rough-edged artwork. Discuss and list on a chart the animals represented in the text. With student input, add other woodland animals to the list. Give each small group of students a variety of textured, colored paper, and either colored markers, chalk, or tempera paints, and sponge scraps. In addition, provide each group with book or poster pictures of woodland animals to help students visualize the various species.

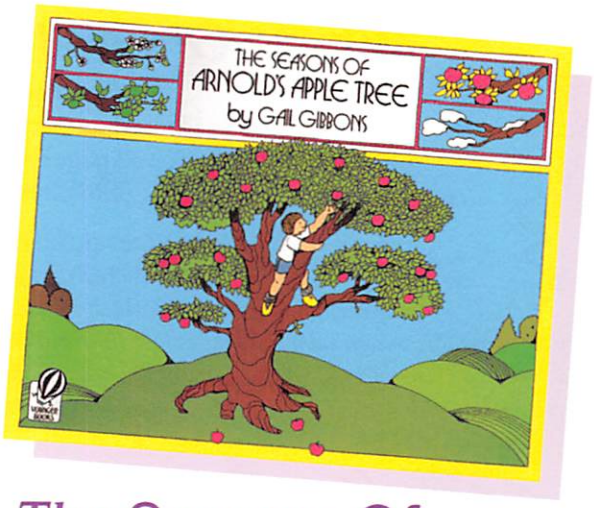
Begin by having each student select a sheet of paper and a woodland animal or plant. Direct the student to tear the edges of the paper into the shape of her selected woodland animal or plant. If desired, have the student sketch a pencil outline on the paper before tearing. Have the student use the markers, chalk, or sponge paints to delineate special features. Cover a large bulletin board with green background paper. Arrange student creations on the board, adding more plant background material as needed. Title the mural "Welcome Back To Our Backyard!"

Woodland Word Search And Sort

Help your students appreciate an author's word choice by exploring uncommon vocabulary in a text. Reread *Where Once There Was a Wood*, asking students to listen to the use of language in the brief lyrics. With the poem reproduced on single sheets or an overhead transparency, have students identify all the verbs, nouns, and adjectives while you list them on the board. Then challenge students to work in groups of two or three to sort the words into subcategories, such as monosyllabic and polysyllabic words, regular and irregular action verbs, or rhyming words. Once a group has determined at least two subgroups, have members add more words to their subcategories. After checking for accuracy, write each word list on colored butcher paper that has been cut into 15-inch strips and folded over plastic hangers. The next time students have a special writing activity, hang up the lists to encourage them to use these more exciting words in in their own compositions.







The Seasons Of Arnold's Apple Tree

By Gail Gibbons
Harcourt Brace And Company, 1984
32 pages • Grades ps–3
ISBN 0-15-271245-3

Arnold has his own secret place where he keeps busy all through the year. Shelter, amusement, and nourishment are provided by Arnold's apple tree. Arnold's seasonal activities promote an appreciation for trees and educate the readers about the value of having trees in their own backyards.

Seasonal Quick Skits

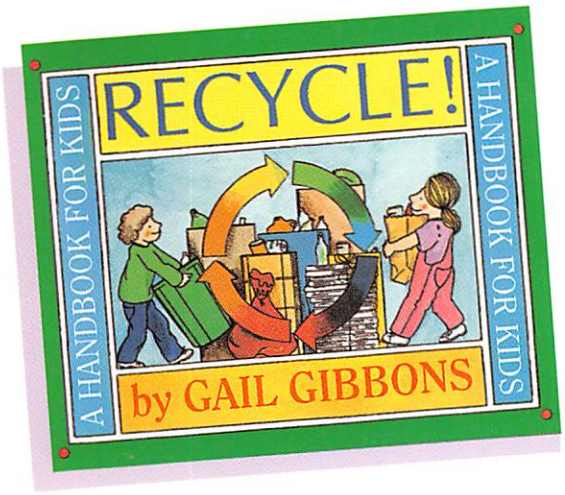
Hone students' public-performance skills by having them present informational pantomime skits. Form four student groups: spring, summer, autumn, and winter. Instruct each group to plan, prepare, and present a brief pantomimed skit demonstrating activities that can be done on, in, or around an apple tree during the assigned season. Have students assign roles and responsibilities so that each group member is involved. Then schedule a time for this presentation of "The Seasons Of Our Apple Tree." Invite another class or a group of parents to view this delicious performance.

APPLE FEATURES								
TYPES OF APPLES	RED	GREEN	YELLOW	SWEET	TART	CRUNCHY	MUSHY	JUICY
RED DELICIOUS	y	n	n	y	n	y	n	y
ROME BEAUTY	y	y	y	n	y	y	n	n
MCINTOSH	y	n	n	y	n	n	y	n
GRANNY SMITH	n	y	n	n	y	y	n	y
GALA	y	n	y	y	n	y	n	y

Any Way You Slice Them

Investigative and language skills come together in this tasty activity. Explore a variety of apples by comparing the look, taste, and texture of this popular fruit. Prior to the activity, purchase at least three each of four to six different kinds of apples. (Be sure to write down the names of the various apples for reference later.) In class, list the names of the selected apples on the board. Ask the students to make a list of characteristics relating to the sight, taste, and texture of these apples (see example). Transfer the two lists to a grid as shown. Duplicate the grid for each student.

Next enlist a parent volunteer or assistant to help you quickly slice the apples. Arrange slices of each variety of apple on a separate labeled and color-coded plate. Place a matching colored toothpick in each apple slice. (Explain to students that although apples tend to turn brown when exposed to air, their flavor will not be affected.) Give each student a paper plate on which to place one slice of each apple variety. Instruct the student to taste one slice at a time. After each slice, have the student record her observations (Y for yes, N for no) on the grid. At the end of the activity, invite each student to use her graphed information to explain which apple variety was her favorite. Students will enjoy this investigation, any way you slice it!



Recycle!: A Handbook For Kids

By Gail Gibbons
Little, Brown And Company; 1992
32 pages • Grades k–5
ISBN 0-316-30943-5

With the increase in population, goods, and services comes another growing problem—trash! Understanding the garbage problem is the first step in reducing it. Gibbons provides simple definitions, clear facts, and practical examples that promote responsible use and reuse of paper, glass, cans, plastic, and polystyrene.

The ABCs Of Recycling

Finding solutions to the problem of trash disposal is as easy as ABC. Begin this problem-solving activity by having students generate an ABC list of recycling terms. Group students into threes or fours, instructing each to write on notepaper one or more recycling terms next to each letter of the alphabet. Then compile the groups' lists onto chart paper. As groups share their words, have members explain how each term relates to recycling.

ABC Words For Recycling
A aluminum, animals
B boxes, bottles, biodegradable
C chemicals, cans, chlorofluorocarbons, CFCs
D deposit, dump
E environment, energy
F future, forests

Next give each group a recycled-book package consisting of used paper (that has a blank side remaining); scrap paper and fabric; and small, sterilized flat trash items (such as peel-away lids, used Post-it® notes, or out-of-date calendar pages). Challenge each group to create their own "ABC Book Of Recycling." First have each group create a page (one for each alphabet letter) on which they've written the letter, a word beginning with that letter, and a sentence using that word in relation to recycling. Then have group members use their flat trash items to decorate the book's cover. Help members bind their pages using scrap yarn or string. Display these books as inspiring examples of how to reuse waste material!

Trash Transformation Poems

Turn trash into treasure using the structure of a diamante poem. Explain to your budding poets the structure of this seven-line contrast poem (see the outline below). Next have students brainstorm a list of nouns, adjectives, and *participles* (verbs ending in *ed* or *ing*) relating to trash and recycling. (If desired, start with the list generated in "The ABCs Of Recycling" above.) Have each student select one trash item and imagine its recycled result. Then have the student follow the diamante formula to construct a diamond-shaped poem explaining the transformation this trash takes to become usable again. Have each student create a display for his poem using recyclable items.

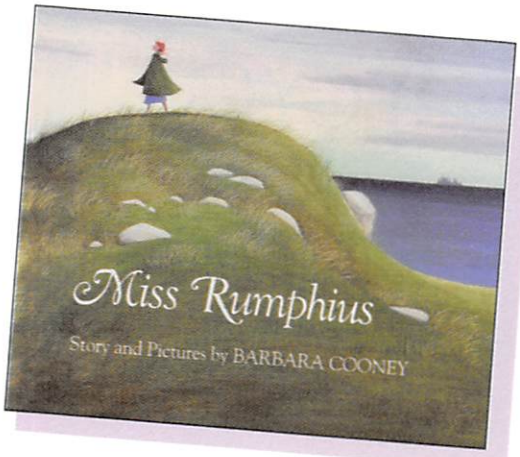
Diamante Outline

Line 1	1 Word:	Subject noun
Line 2	2 Words:	Adjectives describing subject noun
Line 3	3 Words:	Participles (verbs ending in *ed, ing*) describing subject noun
Line 4	4 Words:	Nouns related to the subject
Line 5	3 Words:	Participles (verbs ending in *ed, ing*) describing new noun
Line 6	2 Words:	Adjectives describing new noun
Line 7	1 Word:	New noun (transformed subject)

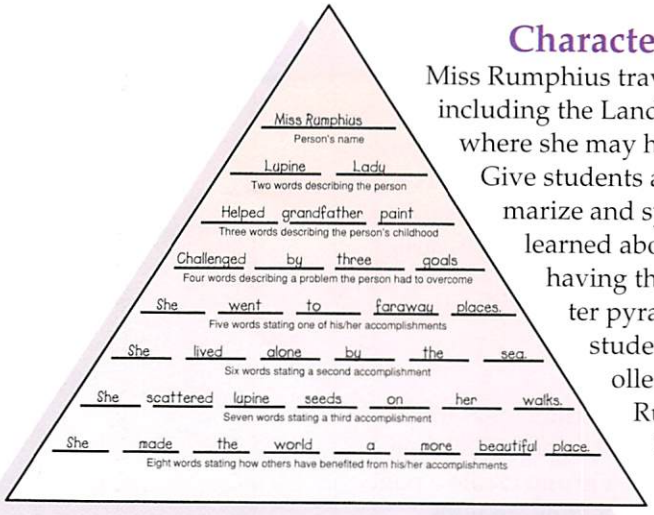
Miss Rumphius

By Barbara Cooney
The Viking Press, 1982
32 pages • Grades k–3
ISBN 0-670-47958-6

This fictional biography tells of the Lupine Lady, who has three goals in life: to visit faraway places, to live in a home by the sea, and—the most difficult—to make the world a more beautiful place. Although it takes many years, Miss Rumphius accomplishes all three goals. This tender tale demonstrates how an individual can make valuable contributions to people and the environment.

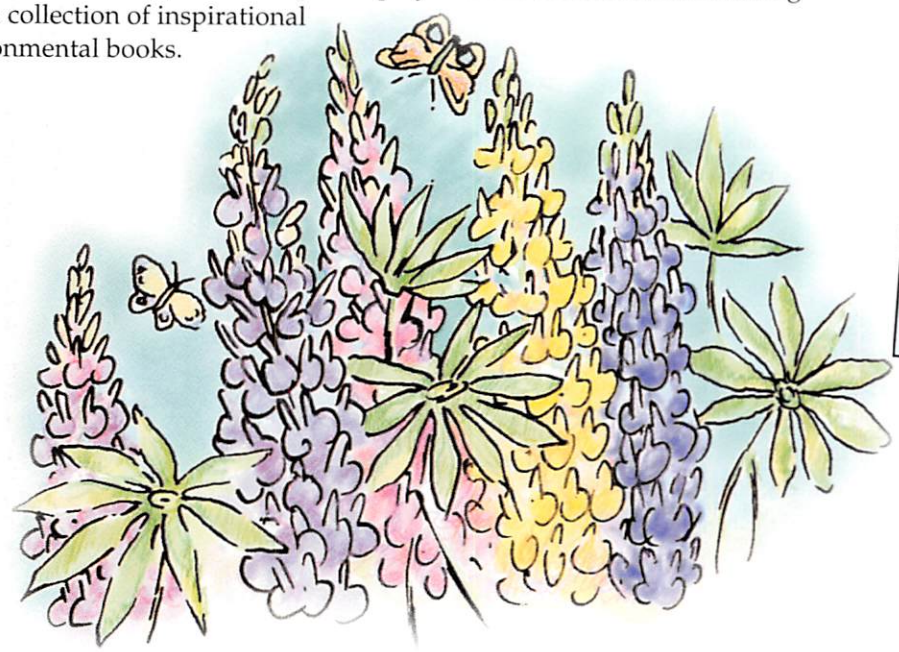


Character Pyramid


Miss Rumphius
Person's name
Lupine Lady
Two words describing the person
Helped grandfather paint
Three words describing the person's childhood
Challenged by three goals
Four words describing a problem the person had to overcome
She went to faraway places.
Five words stating one of his/her accomplishments
She lived alone by the sea.
Six words stating a second accomplishment
She scattered lupine seeds on her walks.
Seven words stating a third accomplishment
She made the world a more beautiful place.
Eight words stating how others have benefited from his/her accomplishments

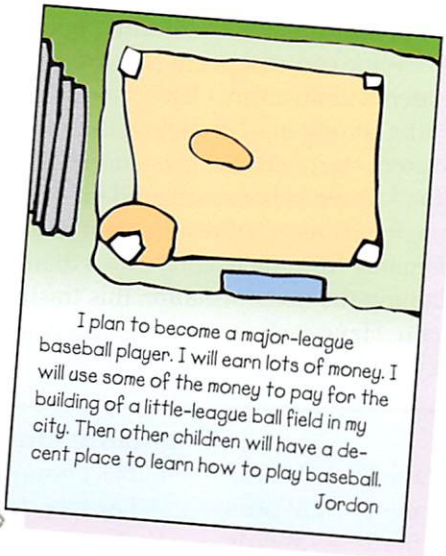
Miss Rumphius traveled to faraway places, including the Land of the Lotus-Eaters, where she may have seen pyramids. Give students an opportunity to summarize and synthesize what they've learned about the Lupine Lady by having them construct a character pyramid. Begin by listing students' brainstormed recollections of Miss Rumphius's early life, her struggles, and her accomplishments. Next duplicate page 41 for each student or pair of students. Direct each student or pair to fill in the information on each line, carefully choosing their words so that they fit onto the spaces on that line. After students cut out their pyramids along the straight bold lines, mount them onto colored construction paper. Stack them on a wall, under the title "She Made A Difference."

If desired, adapt this pyramid reproducible for use when studying other fictional or nonfictional characters. Or as an alternative, have older students work in pairs to select and read about three additional environmental heroes. Direct the partners to complete a character pyramid for each hero. Then have them cut out each pyramid, being sure to keep the tabs attached to the triangles. Guide pairs to tape all four pyramids together, creating a three-dimensional pyramid shape. Display these in the media center along with a collection of inspirational environmental books.



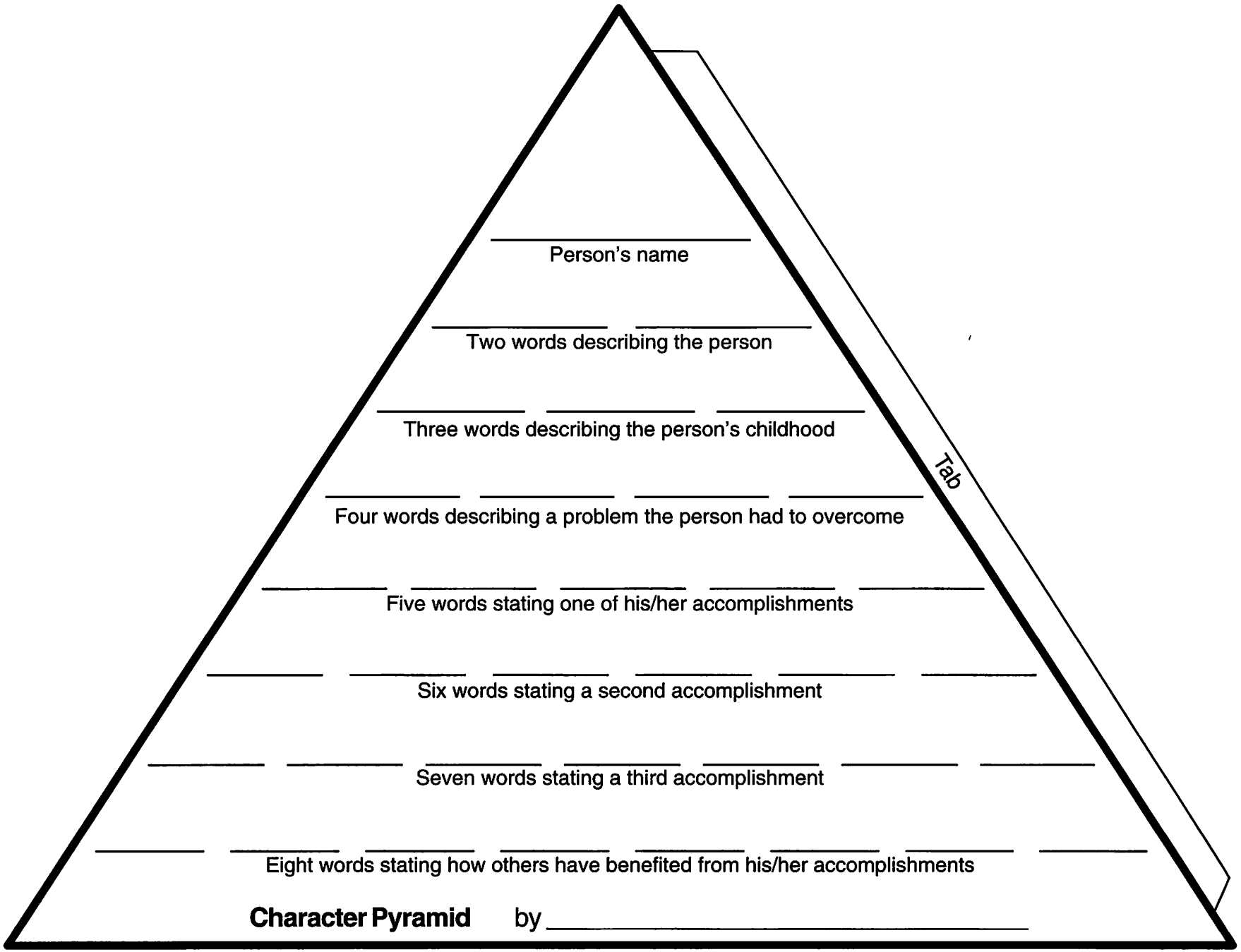
Making A Difference

Miss Rumphius presents an important challenge to its readers—to make the world a more beautiful place. The main character used her existing knowledge and skill with plants to spread beauty around her town. Have each student make a list of skills, talents, and interests he has or plans to develop as he grows older. Then direct the student to brainstorm ways he could use his talent to help others and/or the environment. Finally have him use a word-processing program to write his ideas in essay form. After each student illustrates his essay, bind them all together into a book titled "Making The World A More Beautiful Place."



I plan to become a major-league baseball player. I will earn lots of money. I will use some of the money to pay for the building of a little-league ball field in my city. Then other children will have a decent place to learn how to play baseball.

Jordon


Person's name
Two words describing the person
Three words describing the person's childhood
Four words describing a problem the person had to overcome
Five words stating one of his/her accomplishments
Six words stating a second accomplishment
Seven words stating a third accomplishment
Eight words stating how others have benefited from his/her accomplishments
Tab

Character Pyramid by _____

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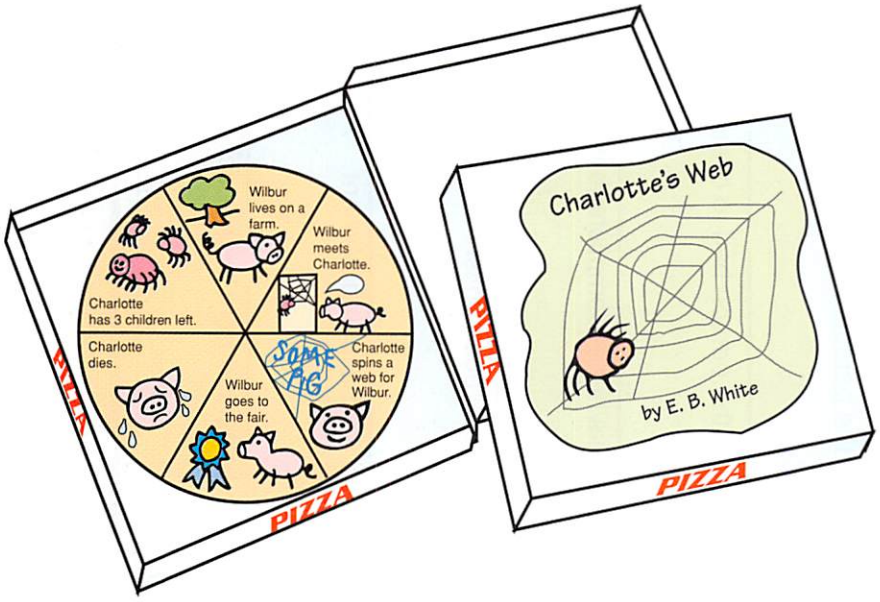
Note To The Teacher: Use with "Character Pyramid" on page 40. Have students leave or cut off the tab depending on which version of the activity they are doing.

BEYOND BOOK REPORTS

Creative Ways For Students To Share About Books



Supreme-Style Book Reports

Your students will be all smiles when they deliver these "pizza-rific" book reports! In advance, obtain a class set of unused pizza boxes. Cut construction-paper circles that will fit inside each box and draw lines on each circle to create six equal sections.

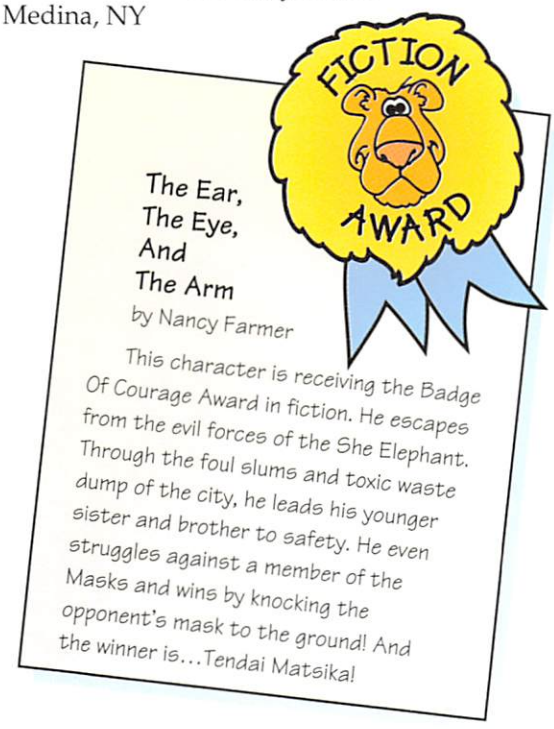
After a student reads his book, give him a pizza box, a precut circle, a sheet of construction paper, markers, glue, assorted craft materials, and small plastic figurines or toys. The student illustrates a scene from the book, including the title and author, on the construction paper and glues it to the top of the pizza box. Then he writes about and illustrates a different story scene in each section of the circle before gluing the circle inside the box. If desired, the student adds "toppings," such as small plastic figurines or toys related to the story, on the circle. Provide time for each student to share his tasty report with the class.

Andrea Troisi
LaSalle Middle School, Niagara Falls, NY

And The Winner Is...

Begin a new end-of-the-year tradition by holding an annual Fiction Award ceremony. Have each student identify a book and character whom he would like to honor with the Fiction Award. Instruct each student to design an appropriate award for his character. Then have him write a paragraph describing why the character deserves the award. After the ceremony, display the awards and paragraphs in a hallway so others will be inspired to read about these outstanding characters.

Julie Eick Granchelli
W. P. Towne Elementary School
Medina, NY


FICTION
AWARD
The Ear, The Eye, And The Arm
by Nancy Farmer
This character is receiving the Badge Of Courage Award in fiction. He escapes from the evil forces of the She Elephant. Through the foul slums and toxic waste dump of the city, he leads his younger sister and brother to safety. He even struggles against a member of the Masks and wins by knocking the opponent's mask to the ground! And the winner is...Tendai Matsika!

Story Songs

Whether your students are budding rock stars or not, these singing book reports are sure to hit a high note! Brainstorm a class list of nursery rhyme songs that your students are familiar with, such as "Mary Had A Little Lamb" and "Three Blind Mice." Ask your librarian to help you obtain each song's lyrics for students to use as a reference. Then assign each student to choose one song and rewrite its lyrics so that they tell about his book. Allow each student to choose whether or not he would like to have a buddy sing with him or if he would like to have musical accompaniment. What a great way to get in tune with your students' independent reading!

Jan Brennan
Avon, CT

Island Of The Blue Dolphins
(sung to the tune of "Mary Had A Little Lamb")

Karana lived at Ghalas-at, Ghalas-at,
Ghalas-at.
Karana lived at Ghalas-at,
With her family and Indian friends.

Her island was a peaceful place, peaceful
place, peaceful place.
Her island was a peaceful place,
With food and shelter for all.

Then one day a big ship sailed up, ship
sailed up, ship sailed up.
Then one day a big ship sailed up,
Demanding to hunt their seas.

Before they left they had to pay, had to
pay, had to pay.
Before they left they had to pay,
For the otter they took away.

They tried to flee before they paid, before
they paid, before they paid.
They tried to flee before they paid,
And a terrible fight broke out.

Karana's dad, the chief, was killed, the
chief was killed, the chief was killed.
Karana's dad, the chief, was killed,
Along with the other men.

The women knew they had to leave,
had to leave, had to leave.
The women knew they had to leave,
And travel to a safer place.

But when the ship took off that day,
off that day, off that day,
When the ship took off that day,
Karana was left behind.

The rest of the story tells of her life,
of her life, of her life.
The rest of the story tells of her life,
For years on the island alone.

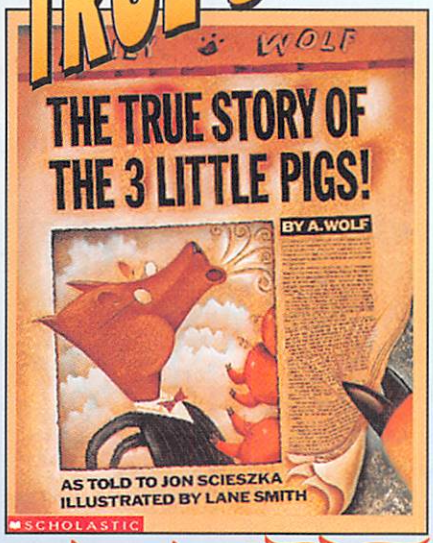
Jan Brennan
Avon, CT

Kooky Can Characters

Review characterization by having students create these unique character cans. In advance, collect a class set of aluminum cans. Rinse the cans and remove the tabs. Bend each can as shown. Next give each student one copy of the can pattern from the inside back cover of this issue. Direct the student to complete the pattern with information about the main character from his book. Then give each student one prepared aluminum can, paint, a paintbrush, scissors, glue, and assorted fabric scraps or other craft materials. Have the student paint his can in the likeness of the main character. Allow the paint to dry; then have him glue scrap materials to the can for hair, eyes, or other features, such as a hat and clothes. After the glue dries, display each character can with its written description on a table or shelf. Invite students to visit the display to admire your class's creative, yet kooky can characters.

Colleen Dabney
Williamsburg-JCC Public Schools
Williamsburg, VA

THE TRUE STORY OF THE 3 LITTLE PIGS!



Written by Jon Scieszka
Illustrated by Lane Smith
Puffin Books, 1996 • 32 pages • Grades ps–3
ISBN 0-14-054451-8

Everyone knows the story of the Three Little Pigs. Or do they? This alternative version of the traditional tale, as told by Alexander T. Wolf, portrays two of the infamous pigs as bumblers and the third as a bully. And how does the hapless wolf see himself? Just an innocent and most unfortunate victim of circumstance!

by Lucia Kemp Henry, Fallon, NV

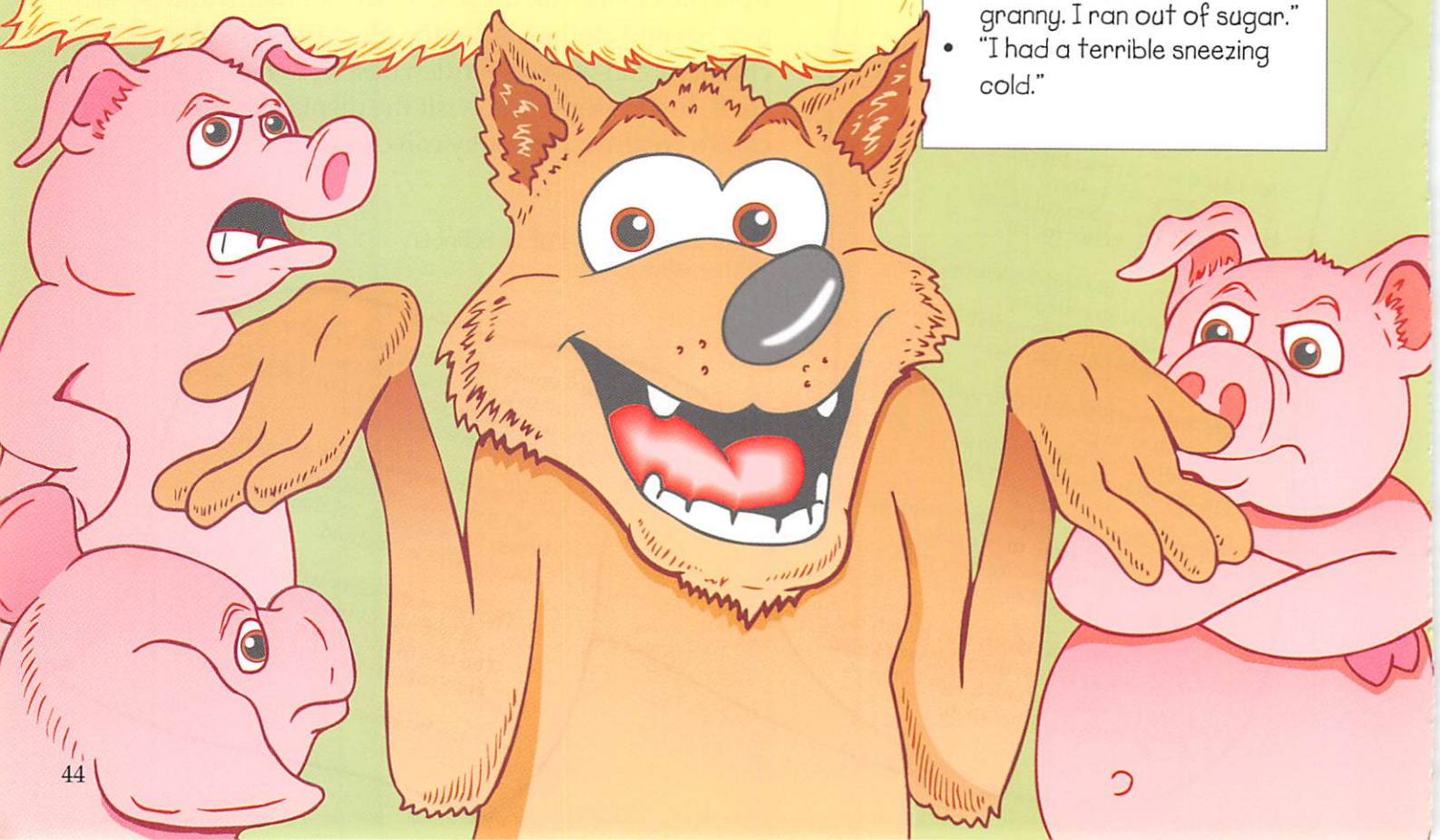
Listening

Since this silly story is seen through the eyes of A. Wolf, his tale attempts to place the blame for all the mayhem on the pigs. This wolfish version is also chock-full of ludicrous excuses and outlandish alibis. Your youngsters may have heard, or even expressed, some similar defenses!

Before you read the story, prompt your youngsters to tune in to the excuses the wolf gives in the story. After you read, list the excuses on chart paper under the title "Wolf Excuses." If desired, challenge older students to reread the story and extend the alibi idea by adding more silly wolflike defenses to the list.

Wolf Excuses

- "Maybe it's because of our diet."
- "It's not my fault wolves eat cute little animals...."
- "I was making a birthday cake for my dear old granny. I ran out of sugar."
- "I had a terrible sneezing cold."



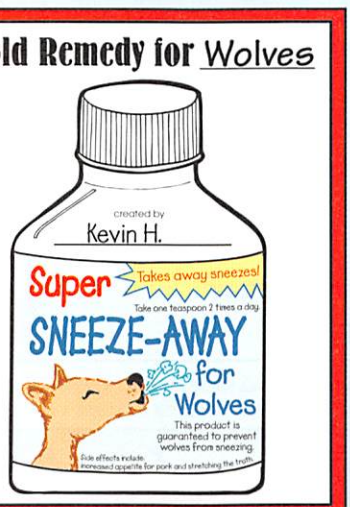
Writing

If only the wolf had found the perfect cold remedy before going out to borrow sugar, he may not have landed in jail! Use this opportunity to inspire your students to create a cold medicine that will prevent those nasty troublemaking wolf sneezes! First draw a large medicine bottle on the board. (Model it after the one shown on page 47.) With student input, model how to design a product label for this cold remedy for wolves. Be sure to include the product name, whom it is made for, its recommended purpose, dosage, and any side effect information.

Bring this activity to the next level by having students brainstorm the kinds of problems a cold could cause *other* animals. For instance, a rabbit with a cold couldn't hear through his stopped-up ears, and a sickly bird could bump into a tree if it sneezed while flying. Next give each student one copy of page 47, one sheet of notebook paper, one 12" x 18" sheet of construction paper, crayons, and a glue stick. Have each child design a product label for a cold remedy to help the animal of his choice. After he completes his pattern label, have him write an advertisement for the remedy similar to the sample. After each student arranges and glues his pattern and write-up to the construction paper, display the remedies on a bulletin board titled "Stop Troublemaking Cold Symptoms!"

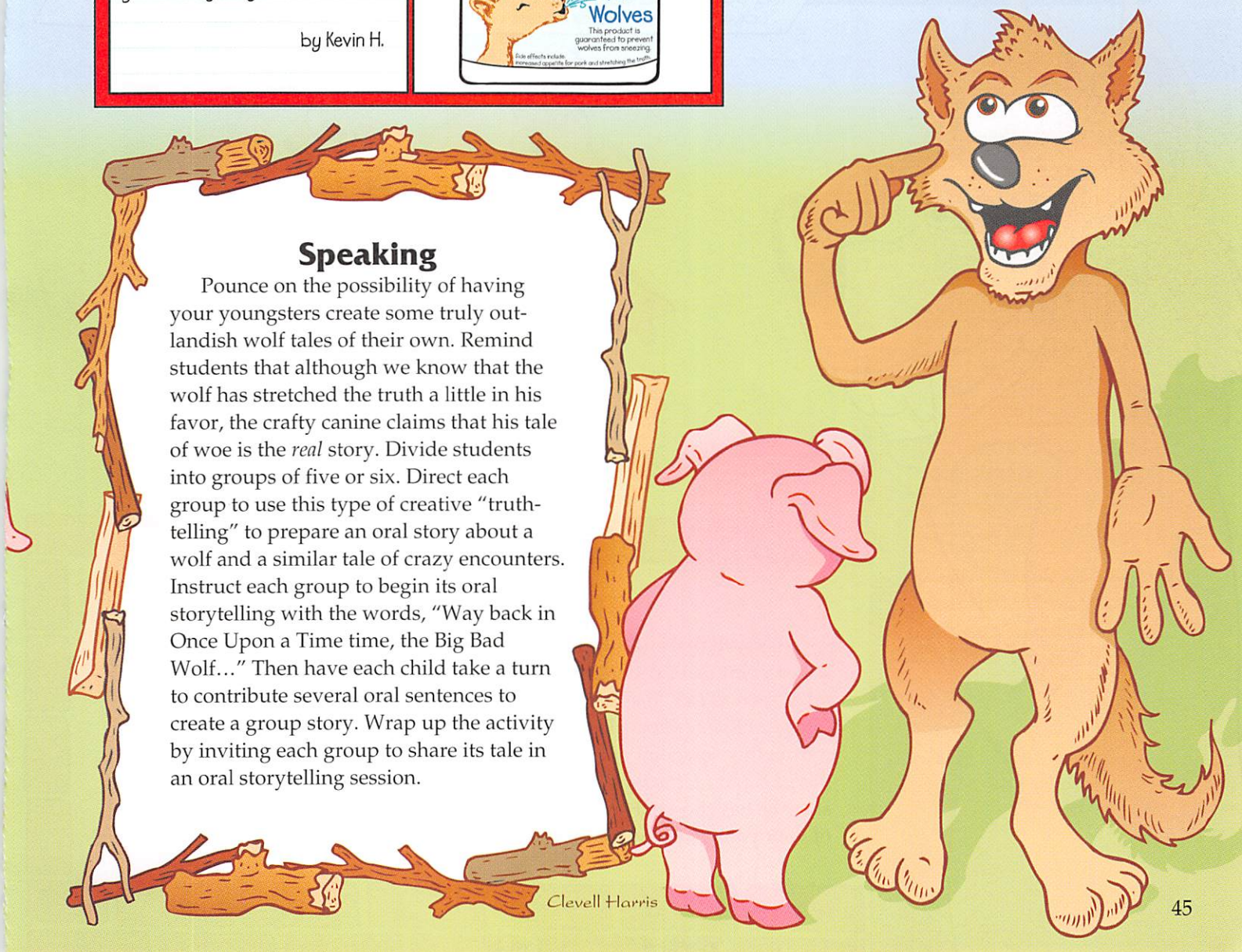
Super Sneeze-Away for Wolves
This product is guaranteed to take all sneezes away from any Big Bad Wolf who has a cold. Take one teaspoon 2 times a day. Take one teaspoon 4 times a day if your sneezes blow down houses! If you eat a pig when you take Sneeze-Away, you will get a nasty bellyache!

by Kevin H.



Speaking

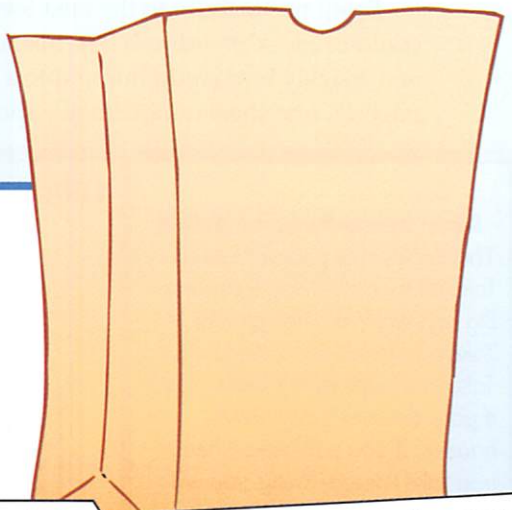
Pounce on the possibility of having your youngsters create some truly outlandish wolf tales of their own. Remind students that although we know that the wolf has stretched the truth a little in his favor, the crafty canine claims that his tale of woe is the *real* story. Divide students into groups of five or six. Direct each group to use this type of creative "truth-telling" to prepare an oral story about a wolf and a similar tale of crazy encounters. Instruct each group to begin its oral storytelling with the words, "Way back in Once Upon a Time time, the Big Bad Wolf..." Then have each child take a turn to contribute several oral sentences to create a group story. Wrap up the activity by inviting each group to share its tale in an oral storytelling session.



Reading

Can your youngsters resist reading dueling lines of wolf and pig dialogue? Not by the hairs on their chinny chin chins! First refresh your youngsters' memory of the dialogue from *The True Story Of The 3 Little Pigs!* by writing the quotes shown below on chart paper. Encourage your students to read the lines out loud together.

Next ask each child to create a silly line or two of piggy dialogue as a response to the wolf's question, "Mr. Pig, Mr. Pig, are you in?" Have each child write her lines on a slip of paper, fold it in half, and place it in a paper bag. To practice oral reading, have a student volunteer pull one dialogue slip out of the bag, wait for you to read the wolf's line, then read the dialogue from her paper slip in her best piggy voice! Continue until each student has had a turn and all the paper slips have been read.

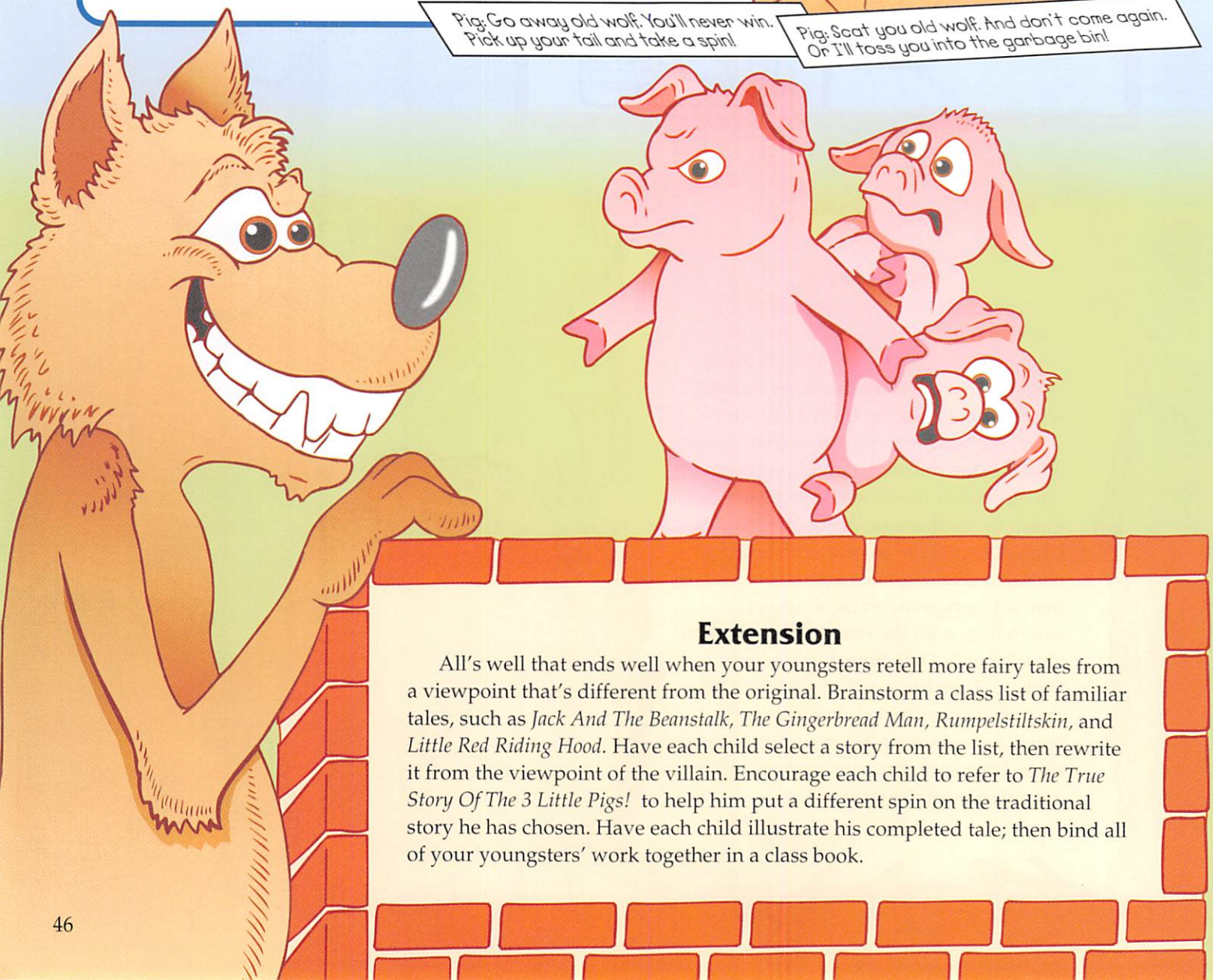


Wolf: Mr. Pig, Mr. Pig, are you in?
Pig: Go away wolf. You can't come in.
I'm shaving the hairs on my chinny chin chin.

Wolf: Mr. Pig, Mr. Pig, are you in?
Pig: Get out of here, Wolf. Don't bother me again.
And your old granny can sit on a pin!

Pig: Go away old wolf. You'll never win.
Pick up your tail and take a spin!

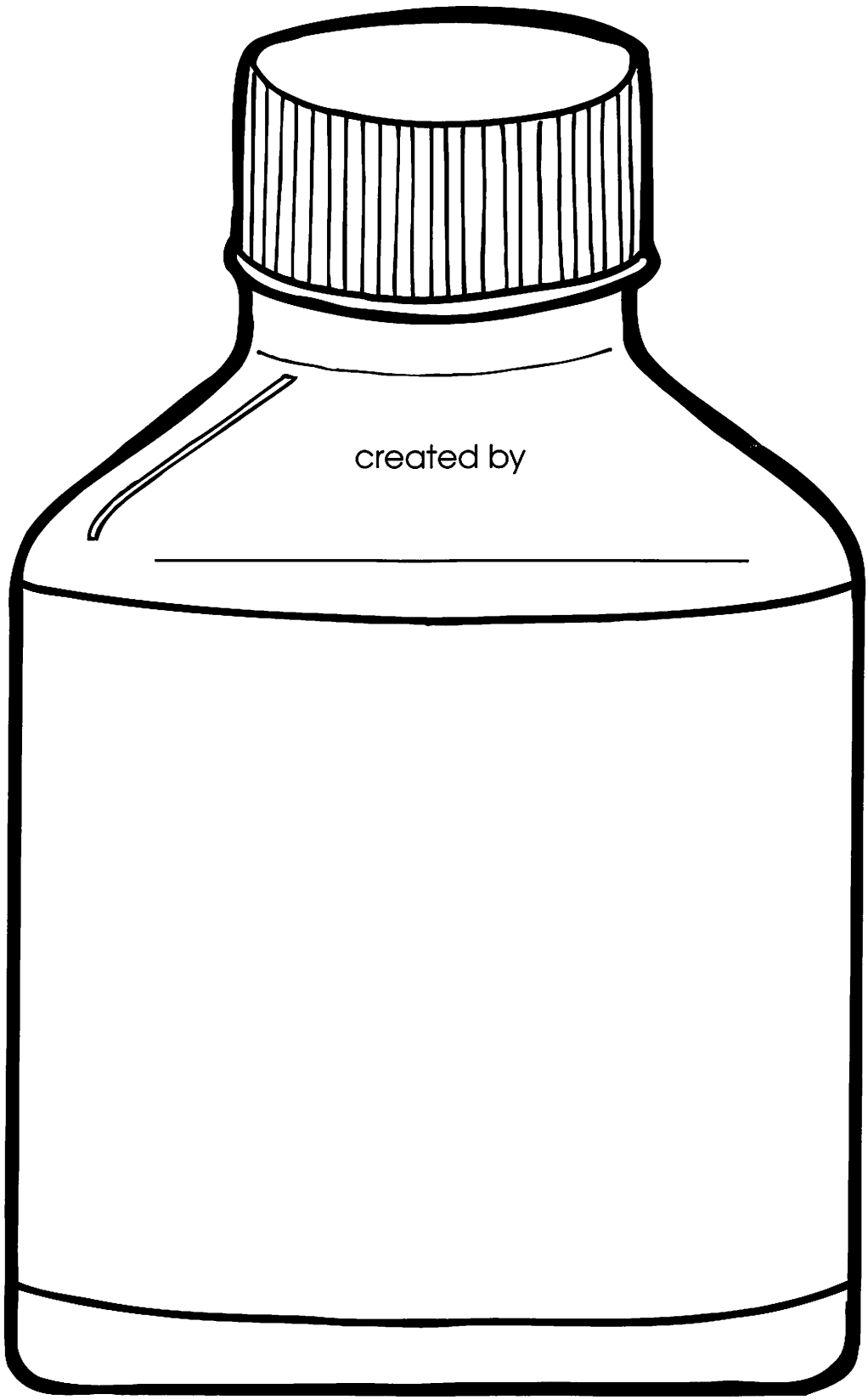
Pig: Scat you old wolf. And don't come again.
Or I'll toss you into the garbage bin!



Extension

All's well that ends well when your youngsters retell more fairy tales from a viewpoint that's different from the original. Brainstorm a class list of familiar tales, such as *Jack And The Beanstalk, The Gingerbread Man, Rumpelstiltskin,* and *Little Red Riding Hood.* Have each child select a story from the list, then rewrite it from the viewpoint of the villain. Encourage each child to refer to *The True Story Of The 3 Little Pigs!* to help him put a different spin on the traditional story he has chosen. Have each child illustrate his completed tale; then bind all of your youngsters' work together in a class book.

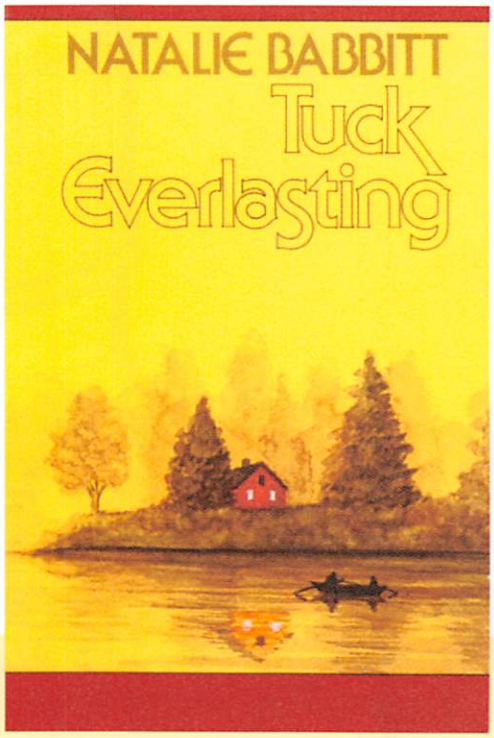
Cold Remedy for _____



Tuck Everlasting

A Literature Classic by Natalie Babbitt

A Sunburst Book/Farrar, Straus and Giroux; 1975 • 139 pages
Grades 4–6 • ISBN 0-374-48009-5



The chance to live forever—would you take it? That's the decision that 10-year-old Winnie Foster grapples with after meeting the mysterious Tucks, an elusive family with an unbelievable secret. Share this intriguing novel with your students for a literary experience they'll long remember. Then complement its reading with the following creative teaching ideas, writing suggestions, and reproducibles.

by Irving P. Crump

Something To Think—Or Write—About

Use the following questions for students' journal responses or to encourage critical-thinking skills.

Prologue: In the prologue, Natalie Babbitt describes three events that seem to have absolutely no connection to each other. How do you think the events are related?

Chapter 2: Why do you think each Tuck family member has looked exactly the same for 87 years?

Chapter 3: Are you an only child? Do you think an only child, like Winnie, has it tougher than one with brothers and sisters? Explain.

Chapter 4: Why do you think the man in the yellow suit doesn't introduce himself?

Chapter 7: The few people who knew them attributed the Tucks' immortality to the devil, witchcraft, or black magic. How would you explain the powers of the magical spring?

Chapter 10: "Life's got to be lived, no matter how long or short. You got to take what comes." How would you respond to Mae's observation?

Chapter 12: Describe how Angus compares the cycle of life to the water of the pond.

Chapter 17: While fishing with Winnie, Miles shares his feelings about living forever, and how those feelings differ from his pa's and Jesse's. He states, "People got to do something useful if they're going to take up space in the world." What kind of useful things do you see yourself doing in the future?

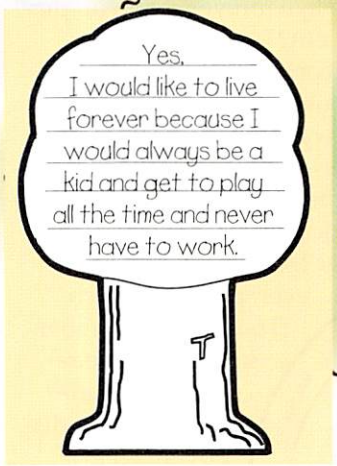
Chapter 19: Is there some other way that the Tucks could have dealt with the man in the yellow suit—besides Mae bopping him with the stock of the shotgun? What other plan might have worked?

Chapter 23: While considering how her parents might react to her taking Mae's place in jail, Winnie justifies her decision, thinking, "Well, you never told me *not* to!" Is it ever okay to do something you know you're not supposed to do, even though your parents have not specifically—and verbally—forbidden it? Explain.

Chapter 25: Why do you think the children in the village now view Winnie as a figure of romance, or somewhat of a hero? What do *you* think of Winnie now?

Before Reading The Book: In her classic novel, Natalie Babbitt brings up the age-old quest for a fountain of youth. Set the stage for critical thinking and decision making with this introductory activity. Bring in a jug of drinking water and a class supply of small paper cups. Tell students that the jug contains magical water and that after drinking the water, one will live forever, never growing any older. Next pour a little bit of water into each cup. Place a cup of water on each student's desk, along with a copy of the tree pattern from the top of page 52.

Without further discussion, invite students to ponder the question "Would I choose to drink this magical water and live forever?" On his pattern, have each student write "Yes" or "No," then explain at least three or four reasons for that decision. When everyone has finished, direct each child to signify his choice by drinking—or not drinking—the water. Collect and save students' written responses; then redistribute and discuss them at the conclusion of the book.



While Reading The Book: The author uses lots of descriptive language in *Tuck Everlasting*. As you complete each chapter, build students' vocabulary skills with the following activity that focuses on adverbs.

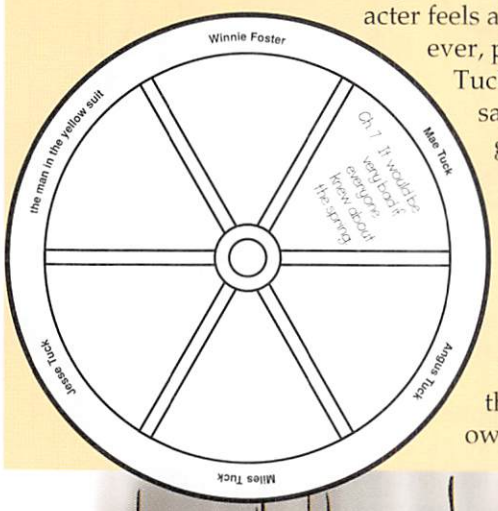
Provide each student with a copy of page 52. Have the student cut out the tree pattern, then trace 24 more patterns onto notebook paper and cut them out. Next have him stack and staple the tracings together. After you complete each chapter, note the adverbs listed below. Review each word with your students by rereading its context sentence, as well as the sentences immediately before and after it. Have each student keep a chapter-by-chapter dictionary of adverbs by listing each one on his tree patterns. Have the student note any adverbs that he may be unfamiliar with, and use each one of those in a sample sentence.

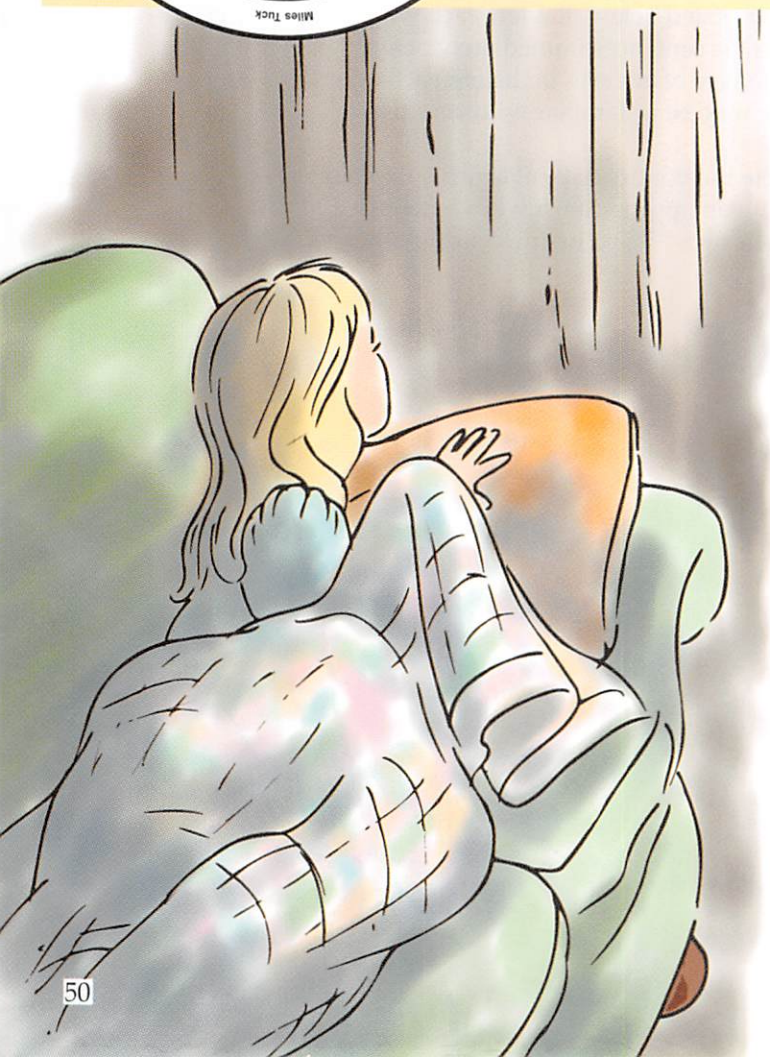
For a fun activity with adverbs, have older students complete the bottom half of page 52. Explain to students that a Tom Swifty is a line of dialogue that ends with an appropriate adverb, often used in a humorous, punlike fashion. Invite students to make up their own "Tuck Swifties" using other adverbs that they learn.

Ch. 1: sharply, abruptly, painfully, perfectly, carelessly
Ch. 2: tolerantly, loudly, quickly, skillfully
Ch. 3: anxiously, accusingly, clumsily
Ch. 4: richly, continuously, jerkily, suspiciously, reluctantly
Ch. 5: precisely, consolingly, timidly, idly, irrelevantly, primly, solemnly, plaintively
Ch. 6: perversely, distractedly
Ch. 7: scarcely
Ch. 8: cautiously, mightily, shamelessly
Ch. 9: gratefully, protectively
Ch. 10: aimlessly, approvingly, hastily
Ch. 11: unsteadily, soothingly, decisively
Ch. 12: boldly, noiselessly, gently, swiftly, calmly, fiercely
Ch. 14: firmly, comfortably, gruffly, guiltily, earnestly
Ch. 15: thoughtfully, pleasantly, delightedly
Ch. 16: sourly, patiently, grudgingly
Ch. 17: fondly, absently
Ch. 18: contentedly
Ch. 19: instantly, formally, uneasily, roughly, hoarsely, grimly
Ch. 20: resentfully, unflinchingly
Ch. 21: flatly
Ch. 22: gingerly, immediately, uselessly, dizzily, miraculously, breathlessly
Ch. 23: unspeakably, deliberately, restlessly, steadily, faintly
Ch. 24: lightly, noisily
Ch. 25: profoundly, unwittingly, staunchly, independently

After Reading Chapter 7: In chapter 7, Winnie hears the strange story of how the Tucks discovered that they had drunk water from a magical spring—and that they would live forever. Ask your students to describe what their first reactions would be if they had just learned that they would live forever. Would their first thoughts be similar to Jesse's? In chapter 7, he states, "...we went sort of crazy. Heck, we was going to live forever. Can you picture what it felt like to find that out?"

Provide each student with a copy of page 53. While reading the remainder of the book, have each student be on the lookout for the different ways in which the main characters view the spring water—and the prospect of living forever. After reading a chapter, have him jot down any references made to the magical water, how each character feels about living forever, plus what each Tuck family member says to Winnie regarding the advantages and disadvantages of immortality. Have each student include quotes from the book or rewrite the quotes in his own words.


Winnie Foster
Mae Tuck
Angus Tuck
Miles Tuck
Jesse Tuck
the man in the yellow suit
Ch 7 It would be very bad if everyone knew about the spring



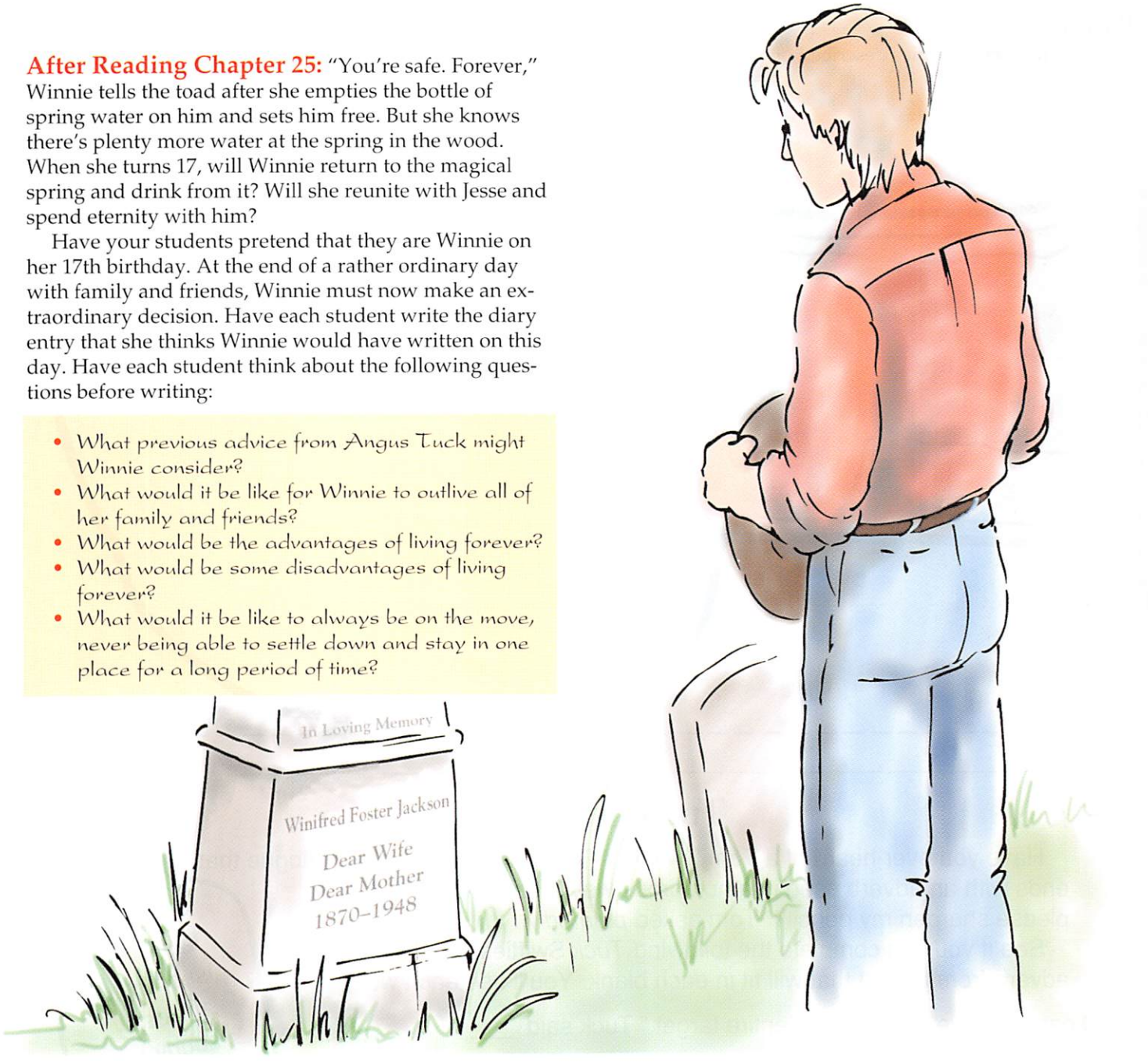
After Reading Chapter 14: Chapter 14 is a pivotal chapter in the story. Winnie spends the night with the Tucks after having been "kidnapped." Meanwhile the man in the yellow suit visits her family to relate the news of her whereabouts. After reading chapter 14, take time to reflect with your class on the action thus far in the story, and invite students to predict what they think will happen in the upcoming chapters. Give each small group the questions listed below. Have each group discuss each question and make a minichart listing their responses. As the class reviews each question, invite each group to select a spokesperson to share the group's responses.

- Do you think Winnie will drink the magical spring water when she turns 17 so that she can be with Jesse forever? Why or why not?
- Do you think the man in the yellow suit has good intentions when he visits the Fosters? What do you think he will tell them? How do you think they will react to his news?
- Compare Angus's and Jesse's feelings about the magical spring water.
- List some ways that Winnie has changed since the beginning of the story.
- List some ways that Winnie's feelings for the Tucks have changed since her "kidnapping."

After Reading Chapter 25: "You're safe. Forever," Winnie tells the toad after she empties the bottle of spring water on him and sets him free. But she knows there's plenty more water at the spring in the wood. When she turns 17, will Winnie return to the magical spring and drink from it? Will she reunite with Jesse and spend eternity with him?

Have your students pretend that they are Winnie on her 17th birthday. At the end of a rather ordinary day with family and friends, Winnie must now make an extraordinary decision. Have each student write the diary entry that she thinks Winnie would have written on this day. Have each student think about the following questions before writing:

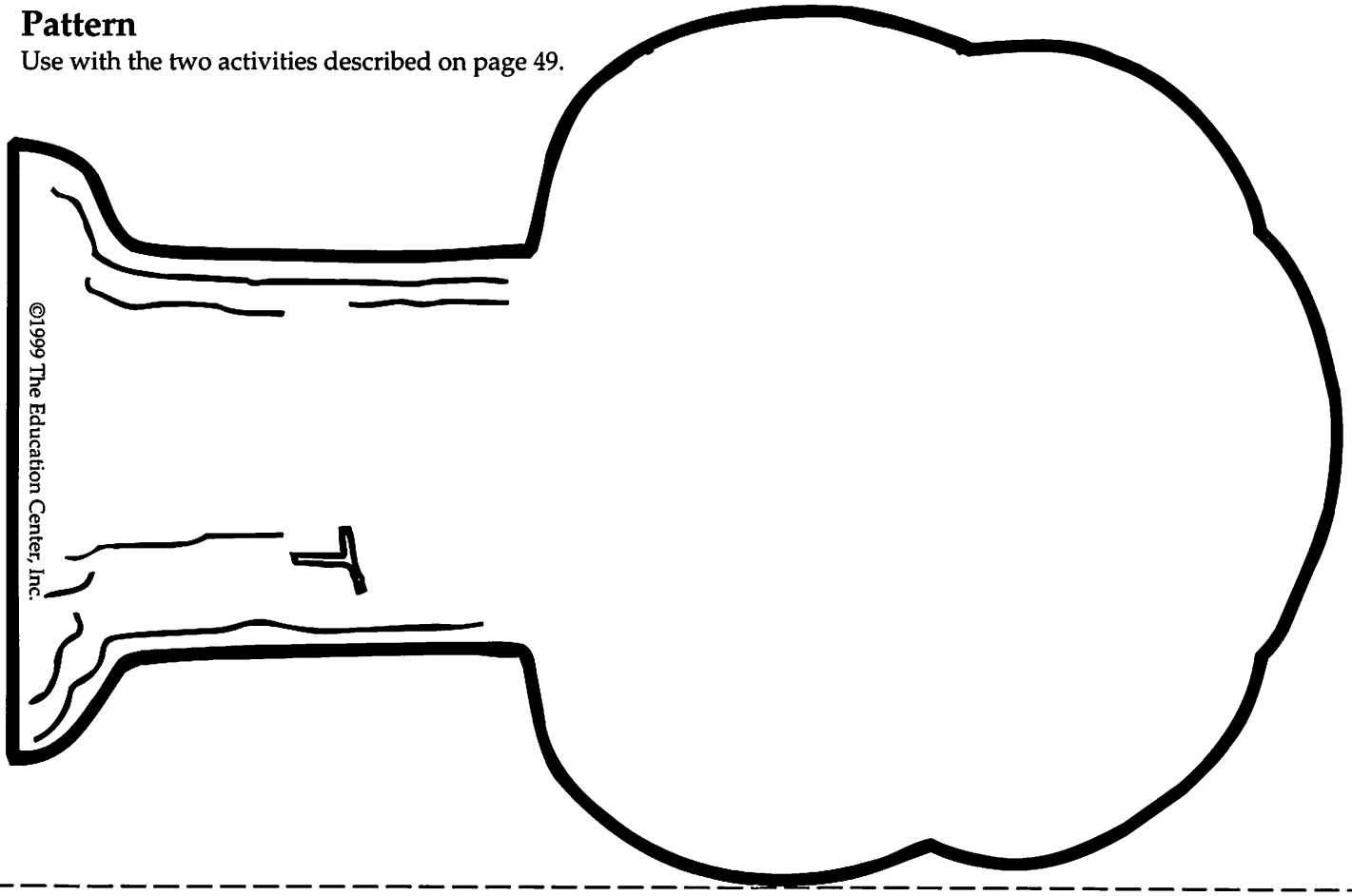
- What previous advice from Angus Tuck might Winnie consider?
- What would it be like for Winnie to outlive all of her family and friends?
- What would be the advantages of living forever?
- What would be some disadvantages of living forever?
- What would it be like to always be on the move, never being able to settle down and stay in one place for a long period of time?



After Reading The Epilogue: In the epilogue, readers at last learn Winnie's decision regarding whether or not she drank water from the magical spring on her 17th birthday. After reading the epilogue and the inscription on Winnie's tombstone, have students use that information and other clues from the book to solve the following math problems:

- In what year was Winnie born? *(1870)*
- In what year did most of the action of the story take place? *(1881)*
- How old was Winnie at that time? *(10 years old, soon to be 11)*
- When Winnie met the Tucks, how long had the Tucks remained unchanged? *(87 years)*
- In what year did the Tucks drink from the spring? *(1794)*
- How old was Jesse when he first drank from the spring? *(17 years old)* How old was Miles? *(22 years old)*
- In what year was Jesse Tuck born? *(1777)* Miles Tuck? *(1772)*
- When Winnie first met the Tucks, how old was Jesse? *(104 years old)* How old was Miles? *(109 years old)*
- In what year did Angus visit Winnie's grave in Treegap? *(1950)*
- At the time Angus visited Winnie's grave, how long had he and Mae remained unchanged? *(156 years)*
- How old would Miles and Jesse be today? *(Answers will vary. Students would subtract each character's birth year from the present year. In 1999, Jesse Tuck would be 222 years old; Miles Tuck would be 227 years old.)*
- How old was Winnie when she died? *(78 years old)*

Pattern
Use with the two activities described on page 49.



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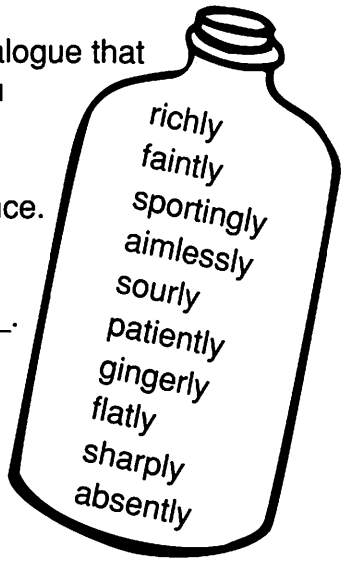
Name _____ *Tuck Everlasting*
Fun, adverbs

Tuck Swifties

Have you ever heard of a Tom Swifty? A Tom Swifty is a line of dialogue that ends with an adverb used in a humorous way. For example: "Will you please sharpen my pencil?" Tom asked *pointedly.*

See if you can complete the following *Tuck* Swifties. Choose an adverb from the list that will fit in each blank. You'll use each word once.



1. "I can't believe I missed the entire target," Tuck said _____.
2. "Wow, these plains stretch in all directions!" Tuck said _____.
3. "I can't wait to get out of this hospital," Tuck said _____.
4. "Be careful with that knife," Tuck said _____.
5. "I think I'm going to pass out," Tuck said _____.
6. "Hey, these cookies taste real spicy," Tuck said _____.
7. "I have everything in the world that I want and need," Tuck said _____.
8. "I missed school yesterday because I was sick," Tuck said _____.
9. "Whoa, somebody forgot to put sugar in this lemonade," Tuck said _____.
10. "I knocked down all ten pins with two rolls. That's a spare," Tuck said _____.

Bonus Box: On the back of this page, write a sentence with each adverb. Use a dictionary to make sure you use each adverb correctly.

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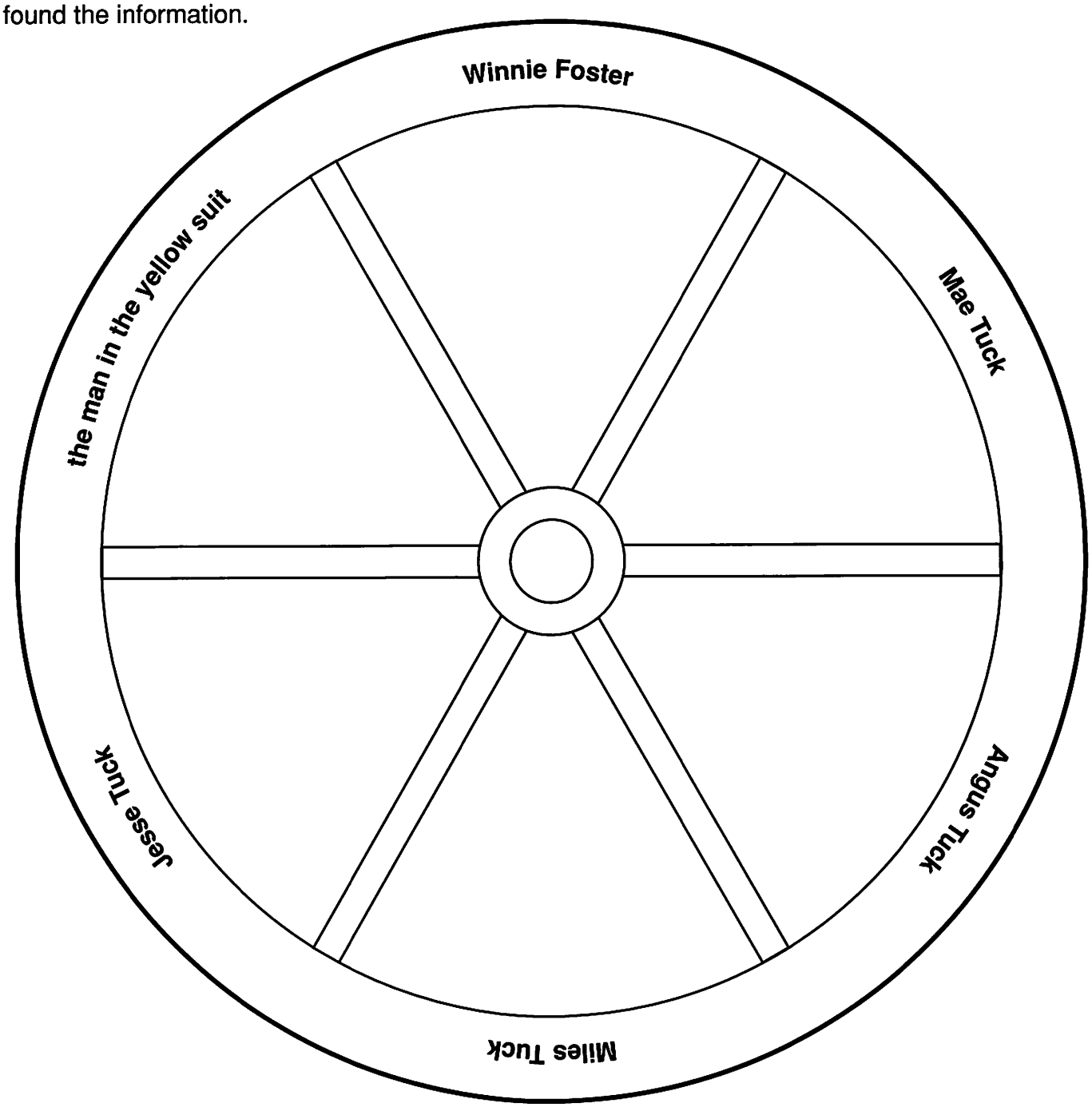
Name_____

Wheel Of Life

Throughout *Tuck Everlasting,* Natalie Babbitt uses metaphors that relate to a wheel. For example, in the prologue she compares the first week of August to the highest seat of a Ferris wheel as it pauses in its turning. She refers to the Fosters' wood being at the center, or the hub, of a wheel. She calls the sun "the hub of the wheeling calendar." And later in the book, Angus Tuck compares life to a wheel "...turning and turning, never stopping."

As you read *Tuck Everlasting,* note each character's views about the magical spring water and the idea of living forever. Jot down in each character's wedge of the wheel his or her words and thoughts. Include the exact quote or rewrite it in your own words. Also list the chapter in which you found the information.



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Summer Reading Camp

Grab a whistle and a cabin full of literature and you're on your way to planning a summer reading camp in your classroom! The following suggestions and activities will help motivate your campers to focus on reading during the end-of-the-school-year excitement. And since you're the counselor, you can plan a camp that lasts two days or even two weeks. Up and at 'em, campers!

by Debra Liverman

How This Unit Is Organized

On the next five pages, you will find everything you need to help set up and conduct a summer reading camp in your classroom. Pages 54 and 55 contain suggestions for preparing your classroom, selecting related books, planning camp-related activities, involving parents, and more. Pages 56 and 57 each highlight a read-aloud book and accompanying activities. Finally, page 58 contains a review list of books on the topics of summer camps and camping.

Preparation

Use *Bailey Goes Camping* by Kevin Henkes (Greenwillow Books, 1985; ISBN 0-688-05701-2) to introduce your summer reading camp. Tell students that the story points out that you don't have to go to camp to enjoy all the fun activities associated with camp. Announce the day(s) your camp will take place.

Invite each student to bring to school a favorite book, a flashlight, and his favorite stuffed animal.

Use the following suggestions for setting up your classroom:

— If you have the space, pitch a small dome tent or drape a blanket over a table to provide a special place for small groups of students to read.

— Rearrange students' desks in a circle to provide an area for sitting around a pretend campfire. Create your faux campfire by arranging lightweight logs and paper flames on a scrap of plywood. Paint the plywood base to mimic black and red coals.

— Create an area for enjoying the stars using poster board and white Christmas tree lights. Tape two pieces of navy or black poster board together end-to-end. Randomly poke the bulbs from a set of white Christmas lights through holes in the poster board. Secure the poster board, bulb-side-down, on the classroom ceiling for a simulated night sky.
(idea by Kim Castro, Engelwood Elementary, Orlando, FL)

— Create a Summer Reading Camp library area in your classroom that displays the books mentioned in this unit and any other camp- or summer-related books. Ask your media specialist for help gathering the suggested books.

Parental Involvement

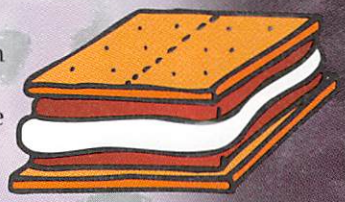
Call on parent volunteers to provide the snack ingredients, as well as materials for arts and crafts projects.

Invite interested parents to lead group activities, read stories by the campfire, or simply share their summer camp experiences.

Summer Reading Camp Activities

Throughout your summer reading camp unit, choose from the following thematic activites:

- Read aloud one of the books suggested on pages 56 and 57 and complete the activities that follow.
- Allow students to check out books from the Summer Reading Camp library that you set up.
- Set aside a daily silent reading time. Dim the lights and have students use their flashlights to read while inside the tent, around the campfire, under the stars, or lounging in a corner.
- Snack on s'mores by the campfire. To make one s'more, sandwich a marshmallow and two chocolate squares from a Hershey's® milk chocolate bar between two graham cracker squares. Arrange several s'mores at a time on a plate and microwave for about 20 seconds. Allow the snacks to cool before eating.



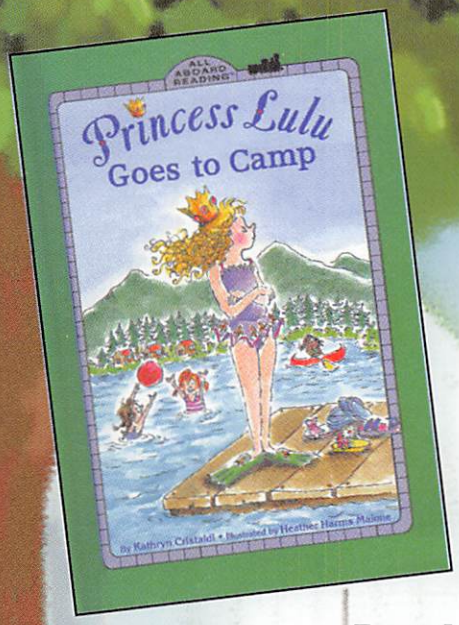
- Practice storytelling around the campfire. Invite parents or school staff members to join in.
- Start off each camp with a cabin (desk) inspection.
- Select one or more arts-and-crafts projects for students to make. Two great resources are *Making Cool Crafts & Awesome Art: A Kids' Treasure Trove Of Fabulous Fun* by Roberta Gould (Williamson Publishing Company, 1997; ISBN 1-885593-11-2) and *Cut-Paper Play!: Dazzling Creations From Construction Paper* by Sandi Henry (Williamson Publishing Company, 1997; ISBN 1-885593-05-8).
- Practice letter writing by having each student write to her parents telling how much fun she is having at camp.
- Dim the lights, gather round the campfire, and read aloud ghost stories. For suggested books and reviews, see the list on page 58.
- Refer to *The Kids Campfire Book* (shown below) to teach students one or more of the traditional campfire songs, such as "Found A Peanut" and "Home On The Range." Sing the songs as your class marches out to recess or cleans up after a project.
- Teach older students how to read a compass. Then have them determine the directions for navigating around the school playground.
- Invite the school nurse or a parent who is a nurse to review basic first aid techniques with students. Then, as a class, put together a first aid kit that would be appropriate for a camping trip.
- Assign each group of students one of the following topics: identifying tracks from animals native to your area, identifying constellations in the night sky, identifying the common trees found in your area, and identifying poisonous plants. Take your class to the library to locate books and research some basic information on the subject. Allow each group to share its findings with the class.

OFFICIAL BOOK OF CAMPFIRE FUN
GHOST STORIES · NIGHT NATURE · RECIPES
BUILD A FIRE · SING SONGS · PLAY GAMES
THE KIDS CAMPFIRE BOOK
HUNDREDS OF FUN THINGS TO DO

Cover of *THE KIDS CAMPFIRE BOOK* by Jane Drake and Ann Love, illustrated by Heather Collins, used by permission of Kids Can Press Ltd., Buffalo, New York.

The Kids Campfire Book by Jane Drake & Ann Love (Kids Can Press, 1998; ISBN 1-55074-454-2) is a perfect resource for planning your summer camp. It's packed with games, songs, stories, and camp-related projects for your campers.

For another great reference book, check out *The Outdoor Adventure Handbook* by Hugh McManners (DK Publishing, Inc.; 1996; ISBN 0-7894-0468-0). This book gives simple, well-illustrated directions for such things as reading a map, using a compass, tracking animals, making a campfire, and building a shelter.



Princess Lulu Goes To Camp

By Kathryn Cristaldi
Illustrated by Heather Harms Maione
Grosset & Dunlap, 1997
48 pages • Grades 1–3
ISBN 0-448-41125-3

A spoiled Princess Lulu is sent to Camp Ruff 'n' Tuff to learn how to get along with others. By the time camp is over, her thoughts about friends transform from "who needs them" to "no princess should be without one."

Royal Friendships

Crown new friendships in your classroom with this queenworthy activity. Princess Lulu used to selfishly order people around to get what she wants. This time she uses her royal orders to chase a skunk away from a fellow camper named Tuna. For this Tuna calls Lulu a "real friend."

Challenge each student to think about something that one of her friends has done that makes her a real friend. Invite the student to write about the event on a simple crown pattern cut from construction paper. Have her add jewels to the crown by gluing on glitter, buttons, and beads. Allow the glue to dry; then post the crowns on a bulletin board titled "Royal Friendships." If desired, leave a supply of blank crown patterns near the display. Invite any student who witnesses a classmate acting like a real friend to write about it on a crown pattern and add it to the board.

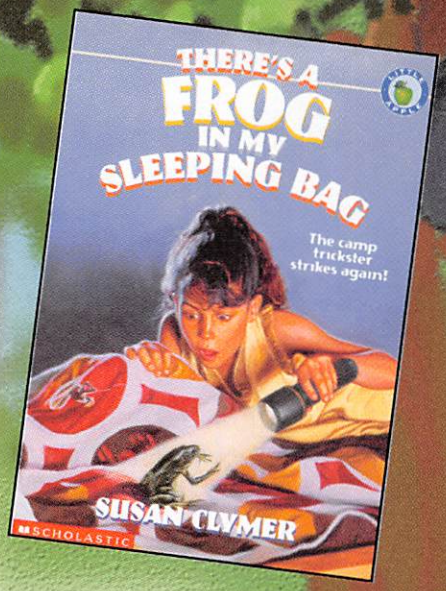
No Camper Should Be Without...

Lulu says that no princess should be without a friend. Challenge your students to determine the items that no *camper* should be without. Write the phrase "No camper should be without..." on the chalkboard. Provide each student with two 5" x 8" index cards, scissors, glue, and access to camping supply store catalogs or outdoor-type magazines. Each student peruses the catalogs and cuts out pictures of two different objects that no camper should be without. The student pastes each picture to a separate index card. On the back of each card she writes a sentence explaining why the item is needed.

Next place an open backpack at the front of the classroom. Allow each student to come to the front of the room, share each of her items, and then place the cards in the backpack. Position the backpack full of cards in the Summer Reading Camp library that you created or near the faux campfire. Invite students to look through the backpack during free time.

There's A Frog In My Sleeping Bag

By Susan Clymer • Illustrated by Paul Casale
Scholastic Inc., 1997
104 pages • Grades 2–4
ISBN 0-590-88026-8

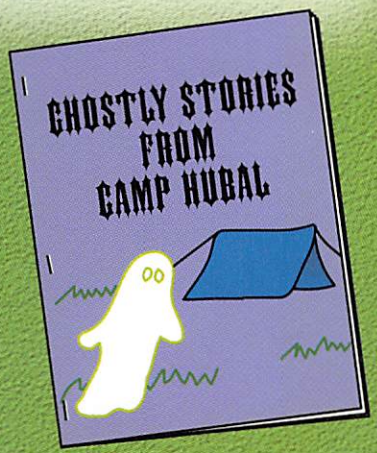


Janna and her third-grade classmates are off to Camp Buffalo for what their teacher calls three days of Dazzling Discussions filled with nature, news, and knowledge. It's not long before Janna becomes the target of a mysterious trickster's pranks. Who stole Janna's stuffed snake, spread peanuts around her cabin to attract animals, and put a frog in her sleeping bag? Students will learn about camp life while trying to identify the Camp Buffalo trickster.

Ghostly Storytime!

Students will be shivering with goose bumps during this hair-raising activity! In advance, write each of several camp-related story starters on a different slip of paper. Place the paper slips in a jar. Dim the lights and gather your students in a circle around your faux campfire. Explain to students that together they are going to write ghost stories. Select a student volunteer to pull a slip from the jar and read the story starter aloud. The student sitting to his right adds one sentence to the story; then the student to her right adds another sentence to the story, and so on. Continue until each student has contributed two sentences or the story is complete. Select another story starter and repeat.

If desired, tape-record each story as it is created; then place the recorder and headphones at a computer station. Have students take turns typing the story from dictation during free time. When complete, print each story and proofread it as a class. Publish the corrected stories in a class book titled "Ghostly Stories From Camp [teacher's name]."



Wildlife Skits

Summer camp just wouldn't be the same without campers performing entertaining skits! Challenge your students to prepare and perform a skit just like Janna and her classmates did. First assign three or four students to a cabin, or group. Then assign each cabin an animal that is commonly found in your state. Have the group research to find a description of the animal's physical appearance, habitat, diet, and any other interesting facts. Allow time for each cabin to prepare a short skit that tells a little about its assigned animal using student-made costumes or props. If desired, refer students back to the skits performed in chapter 12 of the story. On your last day of summer reading camp, serve bug juice (Kool-Aid®) and popcorn while each cabin performs its skit for the class.

Ghost Stories

Looking for a few spine-tingling stories to read around the campfire? Test your students' "spook-o-meter" on these!

The Ghost In Tent 19 by Jim and Jane O'Connor (Random House, 1995) 64 pages, Grades 2–4 • ISBN 0-394-89800-1
The boys in Tent 19 assume that the legend of Captain Blood and his hidden treasure is just another one of their goofy camp counselor's tales. Boy, are they in for a surprise!

Scare Yourself To Sleep by Rose Impey (Carolrhoda Books, Inc; 1998) 48 pages, Grades 2–4 • ISBN 1-57505-316-0
A young girl attempts to scare herself and her cousin to sleep by telling spooky stories during a backyard camp out.

Nighty-Nightmare by James Howe (Aladdin Paperbacks, 1987) 122 pages, Grades 3–6 • ISBN 0-689-81724-X
This suspenseful camping tale starring Bunnicula's pals Harold, Howie, and Chester reveals the haunting origins of Bunnicula, the vampire bunny.

More Camping Books!

Danny And The Dinosaur Go To Camp by Syd Hoff (HarperCollins *Publishers*, 1996) 32 pages, Grades ps–2 • ISBN 0-06-026439-X
Danny and his friendly dinosaur make a huge hit at summer camp.

Acorn Magic by Maggie Stern (Greenwillow Books, 1998) 32 pages, Grades ps+ • ISBN 0-688-15699-1
A young boy hopes his magic acorn will help him see lots of birds and animals on his first camping trip.

Three Days On A River In A Red Canoe by Vera B. Williams (Greenwillow Books, 1987) 32 pages, Grades k–3 • ISBN 0-688-84307-7
Two cousins journey with their moms on a three-day canoe trip.

When I Go Camping With Grandma by Marion Dane Bauer (BridgeWater Books, 1995) 32 pages, Grades k–3 • ISBN 0-8167-3448-8
A young girl and her grandmother delight in all that nature has to offer on their perfect camping trip.

Jerome Camps Out by Eileen Christelow (Clarion Books, 1998) 32 pages, Grades ps–3 • ISBN 0-395-75831-9
Jerome Alligator dreads sharing a tent with the class bully on the Swamp School camping trip. Jerome plans a trick on him that takes an interesting turn!

Amelia Bedelia Goes Camping by Peggy Parish (Camelot, 1997) 64 pages, Grades ps–3 • ISBN 0-380-72917-2
Amelia is up to her usual antics. This time she's on a camping trip where she literally pitches a tent.

Lights Out! by John Himmelman (BridgeWater Books, 1995) 32 pages, Grades k–3 • ISBN 0-816-73450-X
Six young Badger Scouts just can't sleep. They keep imagining the worst despite reassurances from Counselor Jim.

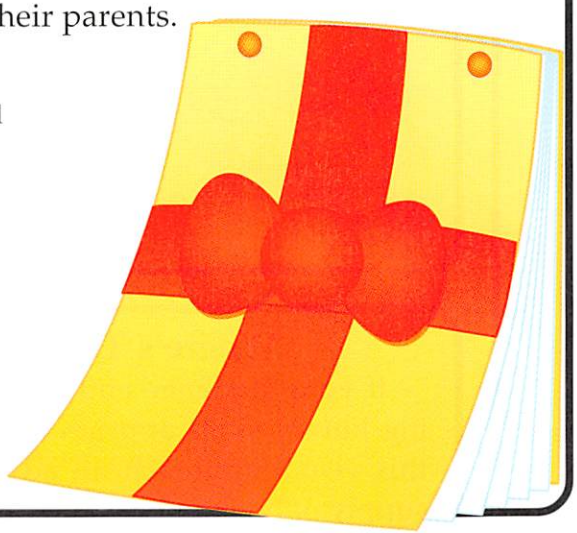
Our Readers Write

ABOUT BOOKS AND SUCH

Gifts With Love

Follow up the reading of *The Legend Of The Bluebonnet* by Tomie dePaola (The Putnam Publishing Group, 1996; ISBN 0-698-11359-4) with this class booklet activity. First, discuss the selfless sacrifice that She-Who-Is-Alone makes in the name of her family. Then have each student think about what special personal object he would give up to help a family member. Direct the student to illustrate his object and write a sentence explaining what he is sacrificing and why on a half-sheet of drawing paper. Use brads to bind the completed pages between two covers resembling a gift box. Title the booklet "Gifts With Love" and allow students to take turns taking the booklet home to share with their parents.

Ruth Trinidad
28th Street School
Los Angeles, CA



Bedroom Fit For A Cheetah?

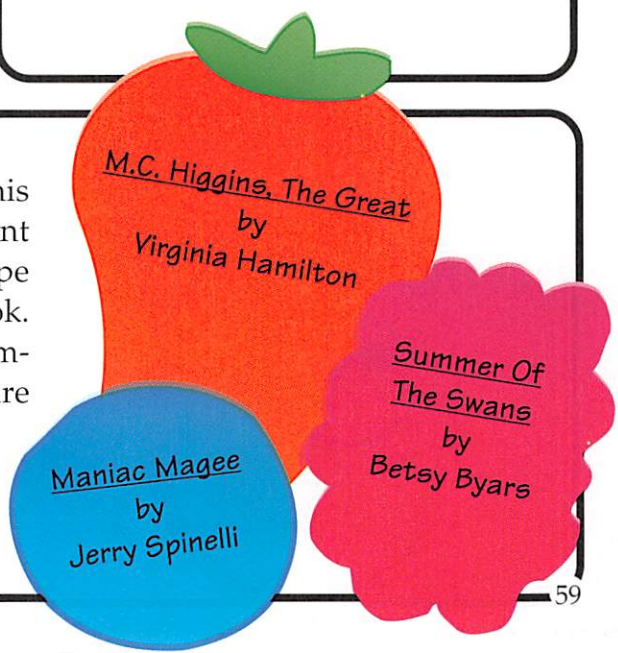
Looking for a book and an activity to introduce students to animal habitats? Read Anne Mazer's *The Salamander Room* (Knopf Books For Young Readers, 1994; ISBN 0-679-86187-4). Afterward, have each student select one animal that he would like to have live in his bedroom. Then challenge him to research that animal's habitat in order to pretend to transform his own bedroom into a suitable environment for that animal. Direct the student to illustrate a diagram of his newly designed bedroom, labeling each part that will help make his room a perfect habitat for his chosen animal. Allow each student to share his design, explaining why he included the elements that he did.

Tracey Dolfi
Evergreen Elementary
Midlothian, VA

The Pick Of Summertime

Show off the "berry" best in children's literature with this summer reading bulletin board. Cut out several different berry shapes from construction paper. Program each shape with the title and author of a Newbery Award–winning book. Post the assorted berries on a bulletin board titled "It's Summertime! Pick A 'New-berry'!" This attractive display is sure to cultivate a crop of interested readers.

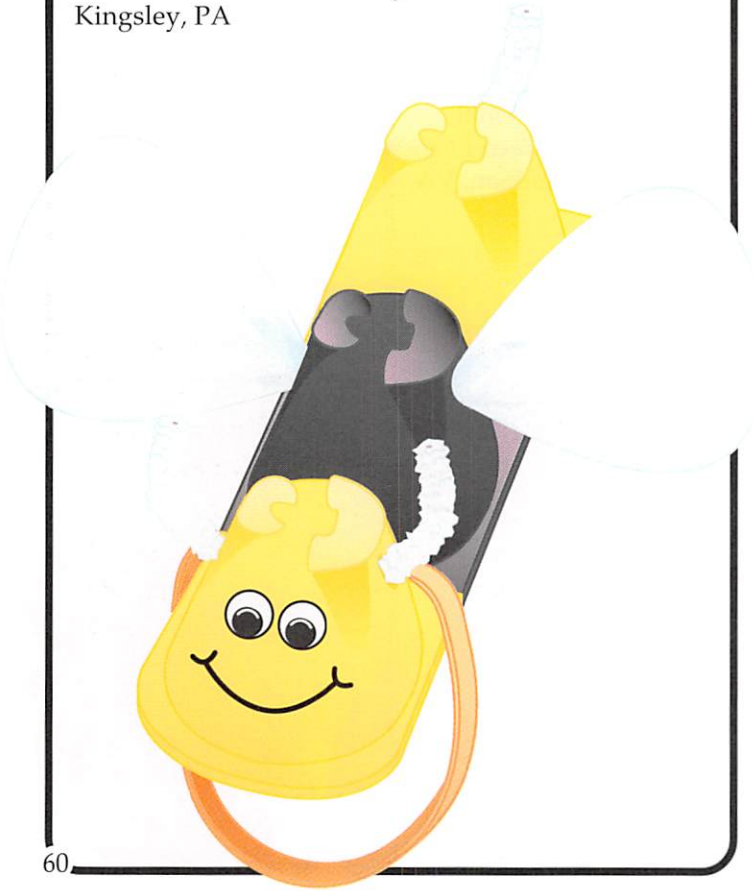
Colleen Dabney
Williamsburg-JCC Public Schools
Williamsburg, VA



BZZZZZZZZZ!

After sharing Jan Brett's story *Berlioz The Bear* (The Putnam Publishing Group, 1996; ISBN 0-698-11399-3), have students create these "bee-dazzling" puppets. To make a bee, cut out a three-piece segment of gray pulp egg carton. Paint the first and last sections yellow and the middle section black. Punch one hole in each side of the first and middle sections, and one hole in the back of the last section. Slide a four-inch pipe cleaner through the holes in the first section. Bend the two ends up. Add wiggle eyes and a permanent-marker smile. Next cut two 5-inch oval tissue-paper wings; pinch the end of each wing, and slide it through a hole in the middle section. Secure the wings with tape. To make a stinger, slide a two-inch length of pipe cleaner through the hole in the last section, and tape it in place. To make an easy-to-use wristband, place a rubber band around the bee, between the first and middle sections. Have students fly their bees around the room to a recording of Rimsky-Korsakov's "The Flight Of The Bumblebee."

Debbie Earley
Mountain View Elementary
Kingsley, PA



Story Grab Bag

Looking for a creative way to fill a few extra minutes of class time? Then this idea is for you! Cut several full-color pictures from magazines. If desired, mount the cutouts on construction paper; then laminate the designs for durability and cut them out again. Place the cutouts into a large manila envelope. Ask five or six students to each select an item from the envelope. Enlist the students' help in making up a story that incorporates the selected items. Your students will love the challenge, and you won't be left scrambling for a time filler!

Sherry H. Bowen
Buford, GA

Where's The Book?

If your students' enthusiasm for practicing library skills appears to be waning, try this visual approach. In advance, collect a supply of book publishers' catalogs. Cut out several book-cover illustrations of titles available in your library; then glue each one to a different 4" x 6" index card. During your next media center visit, give each student a prepared card. Instruct her to look up the pictured book in the card catalog to find the book's call number, then locate the corresponding book on the bookshelf. Invite students to read their newly found books.

Jan Gregory
Austin Elementary
San Angelo, TX

When A Class Pet Dies

Help students get closure when a class pet dies by sharing *The Tenth Good Thing About Barney* by Judith Viorst (Aladdin Paperbacks, 1976; ISBN 0-689-71203-0). After reading the book, generate a class list of ten good things about your class pet that died. Post the list and encourage students to talk to others about the good things regarding the pet whenever they feel sad.

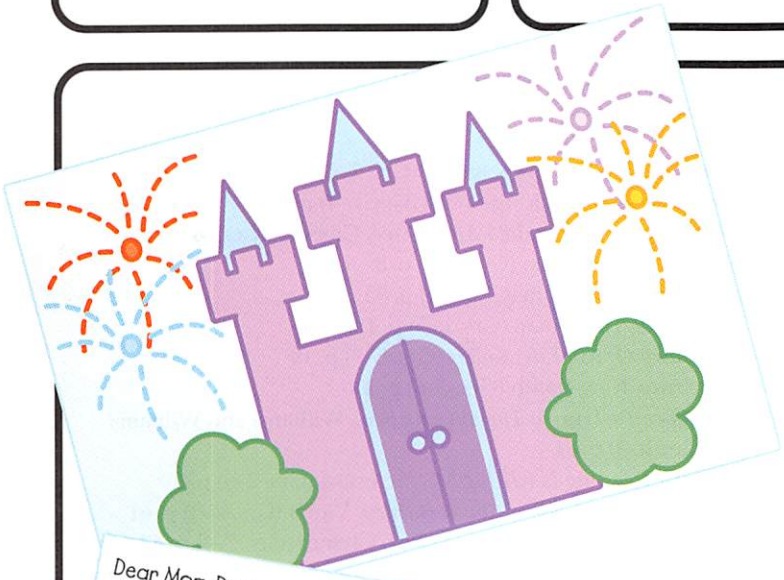
Kristen Van Cleave
Myakka City Elementary
Bradenton, FL

Pesky Pizzas!

Students will chuckle and squirm when they encounter Sam's antics in the hilarious story *Sam's Pizza* by David Pelham (Dutton Children's Books, 1996; ISBN 0-525-45594-9). After sharing the story, have students create their own pesky pizzas. Provide each child with a tagboard triangle, an orange crayon, scraps of construction paper, and a small plastic bug or a picture of a bug cut from a magazine or catalog. Have him color his triangle orange. Instruct him to create toppings and the edge of the crust from the construction-paper scraps, then glue the toppings, crust, and bug on his pizza. Allow time for each student to write his own version of the story and feature his name in the title: "[Child's name]'s Pizza." Mount the completed projects and the stories on a bulletin board titled "Pesky Pizzas!"

Kimberly Faraci
The Roberto Clemente School
Brooklyn, NY

Christina's Pizza
I made a pizza for my brother Richie. He kept looking away. I put a beetle on the pizza. He said it was gross. I said, "Just kidding!"
The end
by Christina



Dear Mom, Dad, and Rex,
Hello from sunny Florida where the state flower, the orange blossom, fills the air with its sweet fragrance. It's hot here in July (the average temperature is 81°F)! It's cooler in January when the average temperature is 59°F. No wonder people want to live here. The population increased by over 3 million between 1980 and 1990! Wish you were here!
Love,
Jason

20¢

Leigh Family
345 Park Lane
Eynon, PA 18403

Postcard Journeys

Before your students take off for summer vacation, invite them on a literary trip ending with a research activity. First read aloud *Stringbean's Trip To The Shining Sea* by Vera B. Williams and Jennifer Williams (Scholastic, 1990; ISBN 0-590-44851-X). Randomly assign each student a different U.S. state. Each student researches his selected state to find four facts about it. The student then incorporates the four facts into a postcard message telling his family about the state. He writes this message on one side of a 5" x 8" unlined index card, addressing the card and designing a stamp as shown. Finally, the student draws an illustration representative of his selected state on the back side of the card. Secure each postcard inside a clear sheet protector and bind all the pages into a class book.

Nancy Bell
Thomas Fitzwater Elementary
Willow Grove, PA

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Answer Keys
June/July 1999

Page 11

Words are divided below. Students' new compound words will vary. Have students consult dictionaries to check the accuracy of their new words.

every\|body
some\|times
down\|stairs
wild\|flowers
birth\|day
photo\|graph
water\|colors
after\|noon
door\|way
cup\|board
day\|dream
fire\|works
grand\|father
bath\|robe
hall\|way
sea\|food
fisher\|man
mocking\|bird
river\|bed

Bonus Box: Answers will vary.

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The sentences should be numbered in the following order:

1. When Helen was 1 1/2 years old, she **lost** her sight and hearing.
2. Mr. Bell helped find someone to **work** with Helen.
3. Annie Sullivan became Helen's **teacher.**
4. Helen learned to **read** Braille at the Perkins Institute.
5. Sarah Fuller helped teach Helen how to **speak.**
6. Helen learned how to read **lips.**
7. She graduated from college with **honors.**
8. Helen made **speeches** to give people hope.

The first word that Helen learned to finger-spell was **doll.** The first word that she really understood was **water.**

Bonus Box: Answers will vary. Accept all reasonable responses.

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1. aimlessly
2. flatly
3. patiently
4. sharply
5. faintly
6. gingerly
7. richly
8. absently
9. sourly
10. sportingly

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Answers may vary.

Chapter 1
fascinated—interested and attracted
familiar—well-known or easily recognized

Chapter 2
clutch—a nest of eggs; bunch
gander—male goose

Chapter 3
incubated—kept warm before hatching
surplus—amount left over; excess

Chapter 4
smug—pleased with oneself
duped—fooled; tricked

Chapter 5
instinctive—natural behavior; without being told
cacophony—loud, harsh noise

Chapter 6
goslings—young geese
plumage—a bird's feathers

Chapter 7
specimen—a sample or an example
resuscitation—the act of bringing back from a near-death condition

Chapter 8
foraged—went in search of food
serenaded—sang for

Chapter 9
buffeting—striking or shaking
edible—able to be eaten

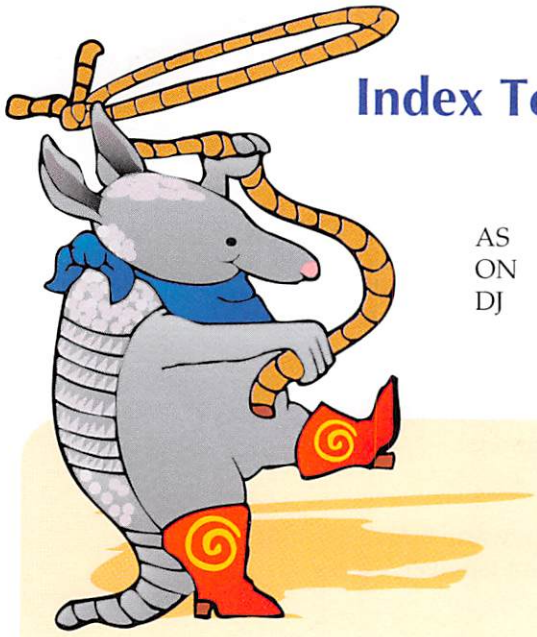
Chapter 10
keen—able to notice things easily
anguished—distressed; feeling miserable

Chapter 11
larceny—theft; robbery
wit—ability to say funny, clever things

Chapter 12
antics—attention-drawing, often playful or funny, actions
isolated—separate; away from others

Chapter 13
compensate—to make up for something
sedately—calmly

Chapter 14
paddock—an enclosed area for animals
ceaselessly—continually without stopping



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AM = April/May
JJ = June/July

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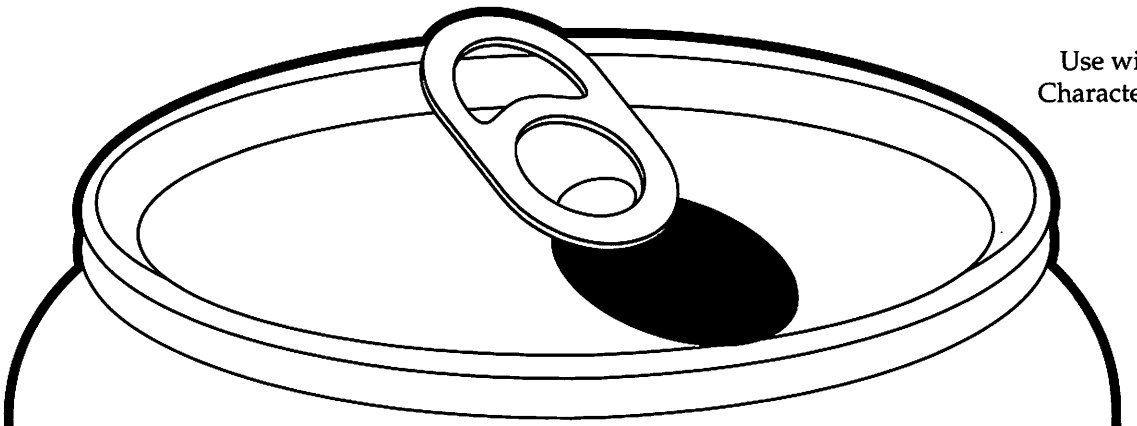
Pattern
Use with "Kooky Can Characters" on page 43.



_____
(character's name)

_____
(book title)

Character's physical description:

_____

_____

_____

_____

_____

_____

Three words that describe my character's personality are:

1. _____

2. _____

3. _____

My character likes: _____

_____

_____

My character dislikes: _____

_____

_____

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Slide into summer with these great literature-related ideas from the June/July issue of *Tlte Mailbox*® BOOKBAG -The Teacher's Idea Magazine For Children's Literature®.

ENJOY READY-TO-USE BOOK UNITS, THEMATIC UNITS, AND SPECIAL FEATURES:

- *Skylark* by Patricia MacLachJan. Sarah Witting's Love for her family is put to the test in this historical fiction sequel to *Sarnh, Plain And Tall.*
- *The Cuckoo Child* by Dick King-Smith. Jack Daw learns some mighty lessons when he raises an ostrich in this humorous animal tale.
- *Tuck Everlasting* by Natalie Babbitt. This classic fantasy explores the pros and cons of immortality through the lives of a ten-year-old girl and a w1ique family.
- **Ordinary People With Extraordinary Gifts** Unveil the unique gifts and talents of people with disabiHties using these inspiring books and activities.
- **Meet The Author: Dick King-Smith** Find out how this animal-loving author gets inspiration for writing about his humorous book characters.
- **Caring For Your Own Backyard** Help youngsters understand how they can protect their environment-beginning in their own neighborhoods.
- Language Arts: *The Tme Story Of The 3 Little Pigs* by Jon Scieszka. Laugh out loud while you share ideas for speaking, Ustening, readfrig, and writing.
- **Summer Reading Camp** Grab your whistle and march right into this end-of-the-year reading program.

What's Next?

Another school year **is** *around the corner. Plan on using the* ***August/September*** *issue for more practical literature-related ideas written by teachers like you.*

- Thematic Unit On Friendship
- Language Arts: *Marianthe's Story: Painted Words/Spoken Memories* by Aliki
- Books To Welcome In The Next Century
- Creating A Classroom Library
- Author Feature: Clyde Robert Bulla
- Chapter-Book And Novel Units:
  - *A Lion To Guard Us* by Clyde Robert Bulla
  - *Justin And The Best Biscuits In The World* by Mildred Pitts Walter
  - *Frindle* by Andrew Clements